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ABSTRACT

In this document are a final report and a teacher's manual developed to assist General Educational Development (GED) program teachers in incorporating a focus on career planning and goal setting in the GED curriculum. The report notes how the manual was developed using the following methods: surveying past graduates, GED teachers, and present GED students to determine topics for workshops; choosing topics and finding appropriate materials and speakers; conducting field tests in three GED classrooms; writing, rewriting, revising, and printing the manual; and conducting staff development workshops and disseminating the manual. Workshops were considered very useful and important by GED teachers and students in field tests. Some students envisioned futures for themselves that they had never considered before. Introductory materials in the teacher's manual include notes to the teacher and a pretest. Materials are provided for a series of eight workshops, with a ninth chapter devoted to miscellaneous topics that need to be addressed. Examples for students to read are included within each section following the objective page. The objective page presents the objective, and a list of materials. Activities, suggestions for discussion, and recommended essay also are included in some workshops. The workshops cover the following topics: getting organized, self-exploration, goal setting, counseling and financial aid, job training programs, college, looking for a job, and overcoming barriers to success. Workshop #2 contains a booklist in Example C with 16 entries. Also, at the end of the document a list of resources contains 11 entries. (YLB)

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ED 376 366

Transition Time: Student Goals Beyond the GED

Final Report

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Fiscal Year:	1993-94
Grant Amount:	$12,453
Project Number:	98-4014

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Division of Adult Basic and Literacy Education
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Kathy Andrews-Williams	Education Coordinator
Mary Taylor	Teacher Supervisor
Theresa Waltz	Teacher/Curriculum Developer

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CE 067 679

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Abstract

Title: Transition Time: Student Goals Beyond the GED
Project Number: 98-4014 **Funding:** $12,453
Project Director: Amelia Belardo-Cox **Telephone:** (215) 426-8610
Contact Person: Theresa Waltz **Telephone:** (215) 426-8610
Agency Address: Lutheran Settlement House Women's Program
1340 Frankford Ave., Philadelphia, PA 19125

Purpose:
We developed a teachers' manual which will assist GED teachers in incorporating a focus on career planning and goal setting in the GED curriculum. It will attempt to help GED students make successful transitions to employment, job training and/or further education.

Procedures:
The manual was developed by:

* surveying past graduates, GED teachers and present GED students to determine topics for workshops;
* choosing the topics, then finding appropriate materials and speakers;
* conducting field tests in three different GED classrooms;
* writing, rewriting, revising, and finally printing the manual;
* conducting staff development workshops and disseminating the manual.

Summary of Findings:
The workshops were developed and field tested, and from these a teachers' manual was written. The workshops were evaluated in a post survey of teachers and students. A comparison of retention rates October-December, (all GED students, 64%) and January-March, (GED students in the first field test, 76%) was made.

Comments:
The workshops were considered very useful and important by GED teachers and students in the field tests. Some students came to envision futures for themselves that they had never considered before.

Product:
A teachers' manual.

Descriptors:

Introduction

Purpose, Rational and Background:

Many GED teachers focus solely on the skills which students will need to succeed in the GED test, to the exclusion of career planning and goal setting. Thus, GED graduates are often unclear about job training, further education, or employment opportunities available in their area.

This teachers' manual was written to present a set of activities for reading and writing which will enable the GED teacher to focus on career planning and goal-setting while students develop the critical thinking, reading comprehension, and essay writing skills which are necessary for the successful completion of the GED. Students will develop some of the skills and resources they will need to find a job, locate a training program, or enter college.

Although GED students may have become confident and secure in the GED class and in the educational setting, the transition to the next step of continuing their education is often perceived as impossible. Statistics indicate that although students may attain their GED, they often lack the confidence, ability to set goals, and the knowledge of resources to continue their success into employment training and education. Lacking these crucial prerequisites for continued success, students often attain their GED and then flounder, sometimes returning to the low-paying jobs they had before they attained the GED or not finding a job at all!

One student said:

> "A lot of students who get their GED just go back home and watch TV like they did before they ever came to class here. They might want to do something else, but they don't know how to go about it."

When asked whether a project in which students discuss their future plans within the GED class would help students to make more successful next steps, another responded:

> "If we worked on this as a class, we could encourage each other and help each other, just like we do when we're getting ready to take the GED tests."

As they prepare to leave the GED classroom to which they have become accustomed, students need time to consider their futures and talk about their goals in a supportive environment that encourages researching different options and making realistic, yet ambitious choices for the future.

Teachers in GED classrooms often feel at a loss when students ask them questions about further schooling or job training. This manual will help them equip individual students and facilitate workshops for the entire class.

The students we worked with in compiling this manual found the readings and discussions very helpful. Many of them visited our Community College and are now enrolled there -- something they had never envisioned for themselves before these workshops.

When asked how she would change the workshops, one of the students replied:

> "I wish it started much earlier (in the year.)"

One of the GED teachers who helped field test the materials commented:

> "I'm sure lots of GED teachers want to have these discussions in their classes but lack the resources or information. This project helped a lot!"

Time Frame:

The Curriculum Developer was hired in November and started immediately on the project. Surveys for former graduates and present GED students and teachers were developed and distributed in November. Topics for workshops were decided on in December. Workshops, including pretests and post tests were given to the first GED class starting in January, 1994 and finished in March. The second and third field tests were started in April and finished in June. The teachers' manual and Final Report were completed in August. Staff workshops will be held at LSH in September and at other sites throughout the year.

Personnel:

Key personnel for the project included Theresa Waltz, Teacher and Curriculum Developer who designed the workshops and wrote the teachers' manual. Cameron Voss and Ellen Farrell, GED teachers, field tested the workshops and helped with editing the manual. Mary Taylor, Teacher Supervisor helped with editing and Kathy Andrews-Williams, Education Coordinator, oversaw the project. Amelia Belardo-Cox is Director of the Women's Program.

Audience:

The original audience for the project was GED teachers and students at the LSH Women's Program. The manual and workshops will be very useful for GED teachers and GED students around the Commonwealth as well as throughout the entire country.

Sources of Dissemination:

This project was funded by:

The Pennsylvania Department of Education
Division of Adult Basic and Literacy Education
333 Market Street
Harrisburg, PA 17126-0333

Permanent copies of this report and the teachers' manual will be on file at:

PDE - AdvancE
The Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

Western Pennsylvania Adult Literacy Resource Center
5347 William Flynn Highway, Route 8
Gibsonia, PA 15044-9644

Body of the Report

Statement of the Problem:

Many GED teachers focus solely on the skills which students will need to succeed in the GED test, to the exclusion of career planning and goal setting. Thus, GED graduates are often unclear about job training, further education, or employment opportunities available in their area.

This teachers' manual was written to present a set of activities for reading and writing which will enable the GED teacher to focus on career planning and goal-setting while students develop the critical thinking, reading comprehension, and essay writing skills which are necessary for the successful completion of the GED. Students will develop some of the skills and resources they will need to find a job, locate a training program, or enter college.

Although GED students may have become confident and secure in the GED class and in the educational setting, the transition to the next step of continuing their education is often perceived as impossible. Statistics indicate that although students may attain their GED, they often lack the confidence, ability to set goals, and the knowledge of resources to continue their success into employment training and education. Lacking these crucial prerequisites for continued success, students often attain their GED and then flounder, sometimes returning to the low-paying jobs they had before they attained the GED or not finding a job at all!

Goal and Objectives:

Goal: *To prepare students who are in the process of completing their GEDs to make successful transitions into employment, training or continued education.*

Objective 1: To conduct workshops in GED classes at the LSH Women's Program.

Objective 2: To develop a manual for GED teachers to enable them to conduct workshops in GED classes.

Procedures:

Survey: The curriculum developer developed and administered a survey of recent GED graduates to ascertain the knowledge, attitude and resources which had an impact upon their transition into employment, training, or college. The survey also asked about problems and obstacles which may have impeded their successful transition. Current GED teachers and students were also surveyed.

Develop workshops: Based on the results of this survey, the curriculum developer chose the focus of the individual workshops, developed them, and conducted eight workshops in a GED classroom. Speakers were invited into the classes, and field trips to the Community College of Philadelphia were taken.

Revisions: Workshops were revised, as needed, and field tested in two additional classes by their own GED teachers.

Pretest: Students were given a pretest at the beginning of the program to determine their interests and level of knowledge.

Post-test: A post-test was administered at the end of the project to determine attitudinal change and knowledge gained about possibilities for life after the GED.

Manual: The Teachers' Manual was compiled, edited and printed.

Staff Development: Staff Development workshops will be held at the LSH Women's Program, the Philadelphia Mayor's Commission on Literacy (MCOL), and at PAACE.

Objectives met: Both of the objectives set out in the grant were met with very positive results.

Evaluation:

The pretest showed that many students had no idea how to access information about job-training, college, jobs and financial aid. Many had never considered college for themselves. They had not done any career exploration before.

The post survey showed that students felt more confident about the choices they were beginning to make for themselves and knew how to go about finding a job, locating job training programs, or apply to college. The workshops provided them with contacts that they could use no matter where they were headed after the GED.

The retention rate in the GED classes that used the program compared to those that did not was analyzed. The October-December rate of retention in all GED classes was 64%. The January-March retention rate in the class which was given the workshops was 76%

Dissemination:

This report and the teacher's manual *Transition Time: Student Goals Beyond the GED* will be on file at:

AdvancE
The Pennsylvania Department of Education
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The manual will also be available at

Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125
Telephone (215) 426-8610

Our agency nationally distributes a flyer listing our curriculum guides.

Conclusions and Recommendations:

This transition project was a successful project which met its goal and objectives. The teachers and students involved thought it was very useful and GED teachers and administrators in our program look forward to using the teachers' manual in the GED curriculum in the years to come.

The reading, essay writing, discussions, speakers, and field trips recommended in the manual will help GED students focus and plan for their futures while helping them prepare for their immediate goal of passing the GED.

Transition Time:

Student Goals Beyond the GED

College?
Job training?
What next?
Job?

Developed by

Theresa Waltz
Curriculum Developer
Lutheran Settlement House Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125

June 1994

Acknowledgements

Transition Time: Student Goals Beyond the GED was made possible only with the help of many people from the Lutheran Settlement House Women's Program and other agencies.

Very special thanks go to teachers Cameron Voss and Ellen Farrell who presented the field test material in their classes, offered many suggestions, and helped with the editing.

I would like to thank the GED students in the Women's Program who participated in the field testing and wrote many of the introductions used in the manual. Thanks to Amelia Belardo-Cox, Director of the Women's Program. Thanks also to Kathy Andrews-Williams, Education Unit Coordinator, and Mary Taylor, Teacher Supervisor, who offered advice and editorial help, and to Dari Watson, Administrative Assistant, who gave me technical advice and helped me with the graphics.

My thanks to speakers who came into our classrooms: Barbara Wint, PREP Case Manager at LSH; Sheila Warner, Education Opportunity Center Counselor; Marion McNulty, Admissions Counselor at Community College of Philadelphia; Carmen Estrada, Case Manager at New Directions; Maria Zayos and Elisa Staton, former LSH students now at Congreso de Latinos Unidos.

Thanks also to John Goberish and the staff at Passage for the use of many very pertinent articles in this manual.

Finally, I extend many thanks to the Pennsylvania Department of Education for funding this project, and to Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, Don Lunday, Chief of the Special Programs and Projects Section, and Ella Morin, Special Demonstration Projects Advisor, for their technical assistance and encouragement.

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Introduction

When I came to LSH, I thought about getting my GED and moving on in the world, and that was all I needed or wanted from coming here. I never thought about attending college until a few months into the program. I didn't have any intention of going to college; now, I have every intention!

A few weeks ago, my teacher and a few students, including myself, had the opportunity to visit Community College. It was an enlightening experience to see the college and speak to the teachers. Until then I didn't know the first thing about taking those first steps to college. I didn't know how to get information, applications, or the many different grants that are available. Now that I know what I have to do and want to do, I'm planning to go to Community College and become a dental hygienist.

Never in my entire life did I think I would be doing this, but now that I'm on my way, it is the most important thing to me. It is my goal.

- Theresa Smith
LSH 1994

Transition Time: Student Goals Beyond the GED

Introduction

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This teachers' manual will present activities for reading and writing which will enable the GED teacher to focus on career planning and goal setting while students develop the critical thinking, reading comprehension, and essay writing skills necessary for the successful completion of the GED. Concurrently, students will develop some of the skills and resources they need to find a job, locate a training program, or enter college.

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Teachers in GED classrooms often feel at a loss when students ask them questions about further schooling or job training. This manual will help them equip individual students and facilitate workshops for the entire class.

The students we worked with in compiling this manual found the readings and discussions very helpful. Many of them visited our Community College and are now enrolled there -- something they had never envisioned for themselves before these workshops. As Oliver Wendell Holmes, Sr. put it:

> "Every now and then a man's mind is stretched
> by a new idea or sensation, and it never shrinks
> back to its former dimensions."

When asked how she would change the workshops, one of the students replied:

> "I wish it started much earlier (in the year.)"

One of the GED teachers who helped field test the materials commented:

> "I'm sure lots of GED teachers want to have
> these discussions in their classes but lack the
> resources or information. This project helped
> a lot!"

Notes for Teachers

Notes for Teachers

Some of the material for your workshops may be copied directly from this manual, but I encourage you to keep your eyes open for current newspaper or magazine articles and other publications which will be useful for your students. Also:

Visit your local library and meet with the reference librarian. Your library may have a special section devoted to books and catalogs for those seeking employment. The library offers a host of materials that can help in career exploration as well as a job search. For example, the Philadelphia Free Library has a computerized program for career exploration and a personalized scholarship search program.

Visit you local Job Center or unemployment office to pick up samples of the pamphlets and flyers they have so you can show your students what is available there.

Read and use the business section from your daily newspaper or *USA Today* for very current information for your classes.

Line up local speakers:

* counselors
* college admissions personnel
* welfare case managers
* Private Industry Council (PIC) representatives
* graduates of your program who went on to good jobs or further training (They give good "pep" talks or can talk about overcoming barriers.)

Visit:

* community and other colleges
* job training facilities
* an employment office or temporary agency

Order in advance:

- *Passage, "Your Workplace and Job Skills Information Newsletter"*

  BCALMC
  400 Ninth Street, Suite A
  Conway, PA 15027

- *Career Decision Making System,*
  (Order package #2405, in sets of 25.)
  American Guidance Service
  Publishers Building
  Circle Pines, MN 55014 Telephone: 612 786-4343

- *Consumer Information Catalog*, from this catalog, you should order all books listed under Employment. Many are free but this will cost about $15. Order blank and address is below. Mail to:

  S. James
  Consumer Info. Ctr. - 3C
  P. O. Box 100
  Pueblo, CO 81002

TO [illegible]

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Name ________________________________ 4C

Address ________________________________

City, State, Zipcode ________________________________

How to Use This Manual

The following material is presented in a series of eight workshops, with a ninth chapter devoted to miscellaneous topics that need to be addressed. Examples for students to read are included within each section following the objective page. You may make as many copies as needed of these materials.

Each workshop covers a topic that may take several days to cover. **You should start the workshops early** in the GED preparation course because this material will give students additional organization, focus and incentive to use the GED diploma as a springboard to a new dimension in their lives.

I hope that you will find this information useful for not only your students but for yourself as you attempt to provide your GED class with as much information as possible.

SPECIAL NOTE: When I field tested these workshops, I color coded each workshop by using different colors of copy paper. This was one of the positive comments from many of the students and even the teachers. It became an integral part of the whole series and set them apart from other class work. You might want to try it!

Pretest

Consider prefacing the written Pretest (which follows this page) with an introduction similar to the following.

During the next several weeks we will be reading about, thinking about, writing about, and discussing several possibilities that lie ahead for you after you get your GED. Some of you have never had a job; some of you have been laid off or lost your jobs; some of you want a better job than you have now; some of you are retired and don't plan on returning to work again. But, all of you will get your diploma, and once you accomplish that goal, you need to have a plan in place that will guide you to the next step in your life, whatever that may be. I want to know, and I would like you to think about, what you already know about some of the topics we will cover. Please fill out this pretest as best you can.

Some students have probably thought a lot about their future, but many will answer "no," "none," or "no one" to a majority of the questions. You have a lot of work to do! You had better get started!

Transition Time - Pretest

Name____________________________________ Date______________

What are all the options you have considered for yourself after graduation?

What employers have you already contacted?

What job training programs have you already contacted?

What colleges have you already contacted?

Which department do you contact at a college to find out about its programs?

Who at this school can help you with employment possibilities?

What other agencies or people can you go to for help with employment?

Will you need financial aid in order to get further education?

Transition Time - Pretest, page 2

What must you do in order to get financial aid for college?

If you need help with financial aid forms, who can help you?

What assistance will the Department of Welfare give you in finding a job or job training program?

Do you have any worries about what lies ahead for you after you get your GED?

Please check the topics which you might find helpful in preparing for a smooth transition to life beyond your GED.

__overcoming barriers to success

__assessment of vocational skills and interests

__non-traditional careers for women

__applying for and evaluating training programs

__applying for and evaluating colleges

__self exploration

__self esteem

__goal setting

__financial aid

__locating child care

__balancing a career or schooling with family responsibilities

__Other:____

____

Workshop #1

Getting Organized

Your calendar
should become
the key
to your daily
plans and to
your
organization.

Workshop #1

Getting Organized

Objective for students:

To take stock of the way they spend their time now, and to improve their organizational skills by prioritizing jobs and eliminating "time wasters" so they can accomplish their academic goals.

Materials and Activity:

Copy the following four pages for each student and do the prescribed activities. Questions for discussion and a writing activity are included on these pages.

Getting It "All Together"

Making time for studying for your GED tests, as well as trying to explore your options for after you get your diploma, is going to require that you *finally* get organized! Where do you begin?

Gather Your "Tools"

First, make sure you have the materials or "tools" that you need. Start with these:

a good ink pen (erasable black ink is a good choice)

several pencils and a sharpener

lined paper for notes and lists

a calendar

a desk or table where you can work away from a lot of distraction

Take Inventory of Your Time

Second, look at how you are using your time now. Fill out the time inventory on the next page for one of your typical class days. Be sure to write down the times that you sleep, eat, do chores, care for children, watch TV -- whatever you actually do.

Time Use Inventory

6
AM ____________________
____
7 ____________________
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8 ____________________
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9 ____________________
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10 ____________________
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11 ____________________
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12 ____________________
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1 ____________________
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PM ____________________
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10 ____________________
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11 ____________________
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12 ____________________
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1 ____________________
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3 ____________________
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4 ____________________
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5 ____________________
____

Now look back at your day. Did you waste any time? Are there periods of time that you can capture and put to better use for your "new life?"

Time Wasters

There are probably several changes you can make that will save time for you. Read the following list to see if you can save time by changing the way you handle these daily situations.

Television - Choose to watch your favorite shows only; don't sit for hours in front of the TV.

Mail - Go through your mail daily and sort it; save bills in a folder to pay once or twice a month; throw envelopes and junk mail away; put catalogs in a pile by the TV to look at as you relax (or put them in the bathroom!)

Telephone calls - Don't use the telephone for long visits when you really don't have much to say. Say what needs to be said and then say "goodbye!"

Clutter - Keep your work table clear of clutter. Finish one job at a time. Lots of time can be wasted looking for papers in a junk pile.

Procrastination - Do what needs to be done NOW. If you put everything off until the end of the day when you are tired, you will not be as efficient.

Prioritize - Plan your jobs or study your subjects in the right order. Do the most difficult things first. Divide big projects into smaller chores.

List - Be a list maker. Each afternoon or evening make a list of what needs to be done the next day. Star (*) the most important items and get those things done first.

Are there any big changes you can make that will save *you* time?

Calendar

Your calendar should become the key to your daily plans and to your organization.

There are basically three different kinds of calendars to choose from and you can choose which one works best for you.

A **monthly calendar** (with lines) presents a look at an entire month as well as adequate space to write several items for each day.

A **weekly calendar** might be smaller, and has more room for writing and planning for each day.

A **daily calendar**, while usually smaller, has a full page devoted to each day with the hours listed. If you have a lot of appointments or want to make notes on your calendar, you might choose this kind.

Assignment: Go to an office supply store this week and purchase a sturdy calendar. The cost is about five to eight dollars.

Writing activity:

What changes will you have to make in your everyday life to make time for studying or planning what you will do after you receive your diploma? Where can you save time on a daily basis?

Workshop #2

Self Exploration

What are my skills, strengths, talents?

- **Typing, speaking Spanish, honesty friendliness. Talents? None, I guess.**

- ***I am good with hand tools and machines. I like to help people understand things.***

- **I AM VERY GOOD WITH KIDS, READING, AND TALKING TO PEOPLE.**

What are my interests?

- **Traveling, going to college, having a good job.**

- ***Get a better education, help my grandchildren, travel and see things I missed when I was raising a family.***

- ***I WILL BE INTERESTED IN EVERYTHING UNTIL I FIND WHAT I REALLY WANT TO DO. I'M OPEN TO ANY IDEAS.***

What are my values?

- **I value my family, home, and of course, my new-found intelligence.**

Workshop #2

Self Exploration

Objective for students:

To begin to explore possible career choices by thinking and writing about existing skills, interests, and values, then using this information to find a job/career which they will most likely enjoy.

Materials and Activities:

1. Career Development Thinksheet (Example A)

   Spend 15 minutes in class or complete as a homework assignment.

2. Career Decision Making System(CDM)

   (Order these or a similar product beforehand. Address and phone number in Teachers' Notes)

   Teacher should read directions thoroughly and complete a profile for him/herself before administering to students. Allow 30-50 minutes in class. Give a general introduction as suggested in the system directions. Students can then work individually while you circulate to answer questions.

   Session 1

   - Hand out both survey and interpretive folders to each student.

   - Complete survey and write answers on gold summary.

   - Transfer summary to yellow summary.

   Session 2

   - Read directions in interpretive folder.

   - Transfer information from summary to interpretive folder.

- Choose possible careers to explore by talking to people in the field or researching in the library.

- Use the book list.

3. "Life 101 Series: Do It!" (Example B) Read this in class.

4. Book List (Example C)

Distribute the list to assist students in doing further research on their own. Consider ordering some of these books beforehand or borrow them from the library. Also have on hand *Consumer Information Catalogs* so they may order books. Address and order blank is in the Teachers' Notes.

Discussion:

Discuss how similar interests can be satisfied by jobs with varying skill requirements and different educational backgrounds. For example, different people interested in "medicine" may choose jobs as doctors, registered nurses, LPNs, nurses aides, lab technicians in a hospital, or maintenance persons in a hospital.

Essay:

See Example D

Transition Time **Example A**
Workshop #2 - Self Exploration
Career Development Thinksheet **Name**____________________

In order to steer your thoughts and search to a job or career which you will enjoy and will fulfill your individual needs, you need to spend time thinking about exactly what **your** needs really are.

1. What are my skills, strengths, talents? (may be undeveloped) List:

____
____
____
____
____
____

2. What are my interests? (anything!) List:

____
____
____
____
____
____

3. What are my values? (Do you want prestige? Is money important? Do you like working with people or alone? Do you need to be creative or told what to do? Do you want physical activity or mental activity? etc.)

____
____
____
____
____
____
____

Now you can start thinking and researching jobs/careers you might be interested in, by using the book list, looking at materials in the library, and talking to people who have jobs you think you might like.

From PASSAGE, May, 1994 **Example B**

The Life 101 Series: Do It!

A Guide To Living Your Dreams

Everyone has a dream. The dream could be a professional/career-oriented goal, a family-related aspiration, or a personal desire. One's dreams could include being an actor, completing college, seeing the completion of a community park, becoming a mechanic, or even living a healthier life.

Whether your dreams are big or small, they are your heart's desire. "The Life 101 Series: Do It!" is a creative and enjoyable resource that helps you examine these desires. Most importantly, this book is a valuable resource for helping you eliminate the barriers to success and focus on taking the steps needed to make your dreams come true.

The authors, John-Roger and Peter McWilliams, realize that one of the big secrets to achieving success is to find something that you truly love to do. It is an activity that enables you to get out of bed early each morning with excitement. It is an activity that motivates you and enables you to work hours into the evening.

At the same time, the authors realize that most people are not living their dreams. They have forgotten their dreams, created a long list of reasons why their dreams could not possibly be fulfilled, or established a comfort zone (things we are comfortable/familiar with) and are afraid to take a risk at being uncomfortable/challenged and to go beyond this barrier.

For example, the authors state, "When we feel uncomfortable enough long enough, we tend to feel discouraged, and we return to thoughts, feelings, and actions that are more familiar, more practiced, more predictable--more comfortable. The irony is that the feelings we have been taught to label 'uncomfortable' are, in fact, among the very tools necessary to fulfill our dreams."

While the book provides an entertaining and organized approach to reaching your ultimate goals, the book requires a great deal of the reader. The reader must be able to set goals, take risks (expanding the comfort zone), turn negative energy into positive results, and take the action steps necessary to succeed. As the authors stress, "Make no mistake about it: reading this book will not change your life, just as reading a guidebook to France will not show you France. It may give you a sense of France, perhaps, but France is France and can only be experienced through action."

"The Life 101 Series: Do It" consists of six main chapters which are:

- **Part One** - Why We're Not Living Our Dreams
- **Part Two** - Built For Success
- **Part Three** - Discovering and Choosing Our Dreams
- **Part Four** - Becoming Passionate About Your Dream
- **Part Five** - Doing It
- **Part Six** - Living Your Dreams

If you are exploring educational and employment opportunities, consider using "The Life 101 Series: Do It" as a resource for discovering your dreams, selecting the goals you want to accomplish, and achieving those dreams.

All "Life 101 Series" books are published by Prelude Press, Inc., 8159 Santa Monica Boulevard, Los Angeles, CA 90046 and can be found at your local bookstore or library. ❑

Transition Time
Workshop #2 - Self Exploration
Booklist

You can find these and other career information books at the library or local book store. Ask at the reference desk to see if there is an area of the library devoted to career exploration.

Dictionary of Occupational Titles

Guide for Occupational Exploration

Occupational Outlook Handbook (revised every 2 years)

Occupational Outlook Quarterly

The Job Hunter's Manual, Addison-Wesley

Job Hunting Handbook, Harry S. Dahlstrom

Where Do I Go From Here With My Life?, J. C. Crystal and R. Bolles

One on One, Theodore Pettus

The Job Market, Richard Lathrop

The Job Hunter's Handbook, Elliott Bernstein

Your Hidden Skills, H. G. Pearson

Meeting Yourself Halfway, Sidney Simon

Lifework Planning, A. and M. Kim

Deciding, H. B. Gelait, B. Varenhorst, and R. Carey

What Color is Your Parachute?, Richard Bolles

The Life 101 Series: Do It!, John-Roger and Peter McWilliams

Example D

Transition Time
Workshop #2 - Self Exploration
Essay

Name________________________________**Date**____________

Why do you need to think about and consider *your own* special abilities, interests, and values when you choose *your* job or career?

Workshop #3

Goal Setting

Define success for yourself. It has to be personal.

I don't ask for too much but a good job, to be happy, and not have to worry or struggle my way through every situation that comes along... I don't want or need to be a millionaire to feel successful. I want to feel secure, happy, and most of all, I want to feel stable. I want a 9 - 5 job!

-Terry

Success for me would be achieving my GED and working with computers or special ed. children and being the best mother and wife for my children and husband.

The second most important achievement in my life will be to see my daughter graduate in two years and my other children to follow.

- Cheryl

MY SUCCESS BEGAN WHEN I CAME TO LSH. WHEN I BEGAN I COULDN'T READ. NOW I CAN! NOW I CAN DO THINGS I DIDN'T DREAM OF. I AM MAKING A DREAM COME TRUE. I CAN MAKE CHECKS OUT AND DO A LOT OF THINGS. I HAVE A NEW LIFE FOR MYSELF. SOMEDAY, I'LL TEACH. BECAUSE I HAVE MEANING IN MY LIFE, I KNOW I CAN DO IT. I WILL ENJOY MY LIFE BECAUSE I AM GROWING. LIFE IS BEAUTIFUL. I WAS GIVEN A SECOND CHANCE AND I AM TAKING IT!

- LILLIAN

Workshop #3

Goal Setting

Objective for students:

To begin formulating the post-graduation goals that will bring individual success and satisfaction.

Materials and Activities:

Read the following materials:

1. Map (Example E)
2. "Goal Setting" (Example F)
3. "Getting the Right Job" (Example G)
4. "Reaching Your Goal by Taking One Step at a Time" (Example H)

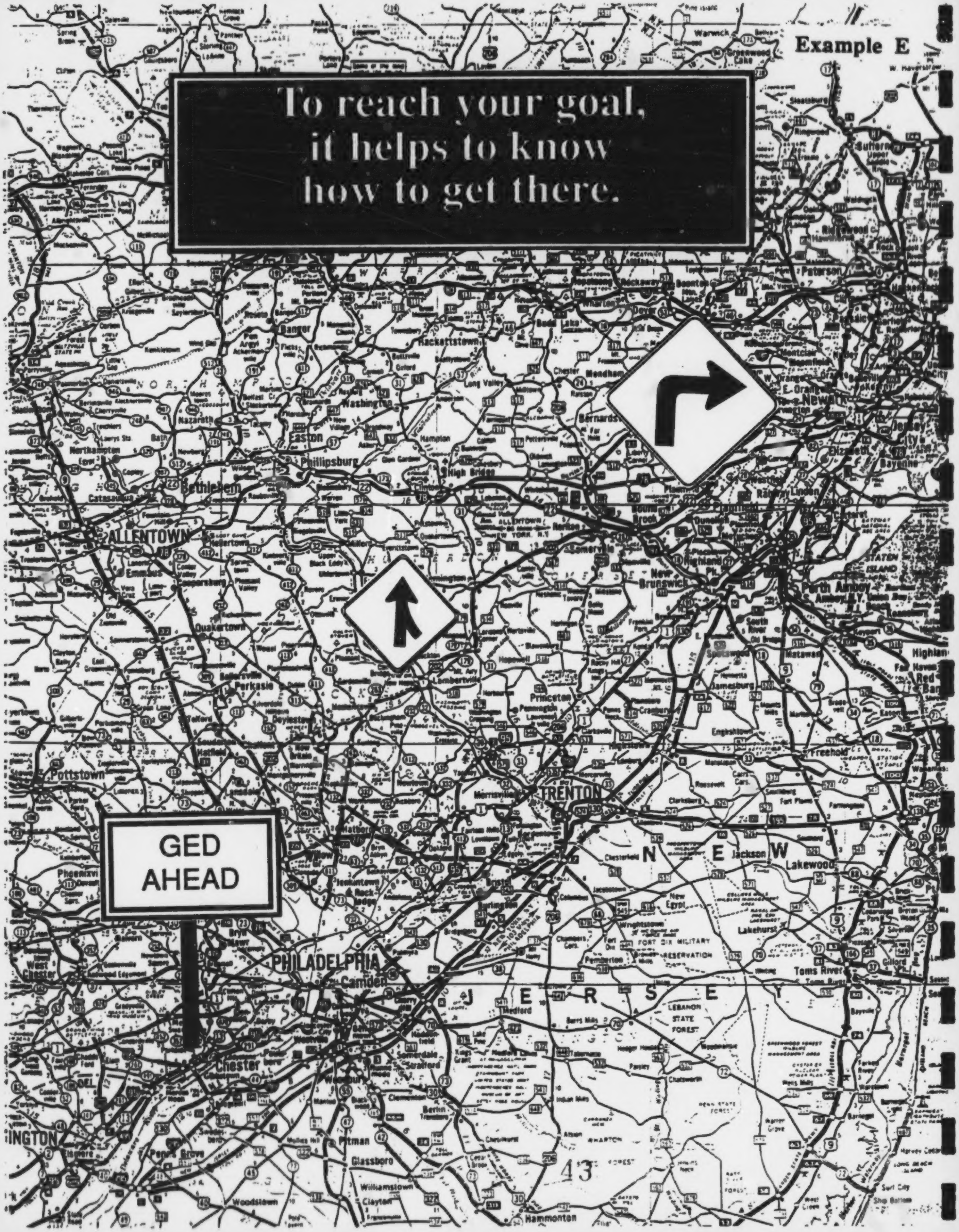
Discussion:

Discuss the materials above.

Essay:

See Example I.

Example E



Goal Setting

Specific - State clearly and exactly what you plan to accomplish.

Measurable - Establish a time frame and a level of achievement.

Realistic - Set a goal that is possible to achieve.

Also, consider the scope of your goals. Are they long range or short range? Long range goals can be addressed through a series of sub-goals, "how to" steps forming a plan of accomplishment.

Transition Time
Workshop #3 - Goal Setting

Getting the Right Job

Every day thousands of people look for jobs. Many find them, but they fail to get a position that they really like and are satisfied with. They often feel depressed and frustrated because of this.

What does it take to find a job that is meaningful for you, uses your skills and abilities, challenges you, **and** pays you a fair wage? One of the first things it takes is TIME - time to think about what kind of job you need to make you happy, time to prepare for it, and time to find it.

In your lifetime, you will probably work more than 40 years! It makes sense to find a job that you will enjoy and will meet your needs rather than accept one that makes you unhappy and has no room for growth.

These are some of the things you need to consider:

YOUR GOALS: What is it that you really want to accomplish in your lifetime in all areas (job, family, travel, leisure)? How much money do you want to make? What kind of satisfaction do you want to achieve from work? Make a list of all your goals, no matter how small, then seriously start working to achieve them.

YOUR SKILLS: Which skills would you like to use in a job? What job will let you use them? What skills do you need to develop in order to get the job you want?

TIME FRAME: What is your target date for each goal? Which things can you accomplish in a month? Which will take six months, two years or more?

WHO IS IN CHARGE? You need to decide that **you** are in charge of your life. **You** are responsible for where **you** go with your life. You need to work on the self discipline that goal-reaching takes.

Will you be one of the many who "goes with the flow" and who "lets life happen," or will you be one who makes conscious decisions and choices about the path you want your life to take? It really is **your** choice.

Career Development

Reaching Your Goal By Taking One Step At A Time

If you plan to start a new career, there are many situations that you will have to face before you reach your goal. A common term that job seekers use to describe these situations is employment barriers. Perhaps these situations should be viewed as challenges that you will encounter while you work toward achieving your goals.

As you meet these challenges in the classroom or in the workplace, understand how important they are to your growth and development as an individual. With each challenge that you successfully complete, you are one step closer to reaching your goal.

Individuals in the early stages of planning their careers often become frustrated because of the time that is needed to get the job they really want. This is a common reaction among adults in transition. If you are starting a new career, some challenges you may encounter include going to a college or training school or accepting a lower paying position to gain experience.

So, what can be done? One approach that has worked for many individuals is to break their main goals into smaller parts or goals that, when met, will eventually lead to reaching the main goal. Here is an example of how this approach can work:

Example

Janis Jones wants to become a social worker. She has just received her GED diploma and has researched this career field by visiting a local hospital, meeting with a counselor at the community college, and talking with individuals in the field.

At first, she viewed the time needed to complete college and reach her goals (four years) as frustrating. However, realizing that this was really what she wanted to do, she set up a plan that will enable her to stay focused and reach her goal one step at a time.

Janis' Plan for Success

1. While I'm in college, I will concentrate on obtaining a variety of useful courses (social work, writing, math, science, and psychology) that will help me become a great social worker someday.

2. I will focus on earning good grades each semester. Instead of thinking about completing four years of school, I prefer to think of it as successfully completing one semester at a time.

3. In my free time, I will volunteer at area hospitals and community programs to gain some hands-on work experience. I realize this experience will be important to potential employers.

4. During my senior year of college, I will try to enroll in an internship program at an area hospital or agency to earn credits and obtain hands-on work experience. This will also impress employers during interviews.

5. During my last semester at college, I will start to network with people I have met while volunteering and completing my internship. These individuals work in my field of interest and may be aware of possible job leads.

6. Also, during my last semester, I will research area organizations that utilize social workers, and I will mail my job-search information (resume and cover letter) to these potential employers.

While Janis' plan is not overly complicated, it is focused and well organized, and it keeps her attention on achieving her goal one step at a time. The basic guidelines that she used and you can follow are:

- **Be certain** that you have chosen the right career field.
- **Be aware** of the many challenges that you may encounter in the classroom, during your job search, and in the workplace.
- **Don't become** overwhelmed or frustrated by the amount of time it may take to reach your goal.
- **Reach** your goal by having a plan, remaining patient, and achieving one small (but important) success at a time.

Example I

Transition Time
Workshop #3 - Goal Setting
Essay

Name ______________________________ **Date** ________________

Success

Success is defined in the dictionary as "The achievement of something desired or attempted." It can also mean "fame or prosperity." Success is very individualized. "Success" for Mother Theresa is very different from "success" for Donald Trump!

Write a 200 word essay defining success for yourself. It has to be specific and personal.

Workshop #4

Counseling and Financial Aid

The day
you get your
diploma
in the mail
is the first day
of the
rest of your
life.

Workshop #4

Counseling and Financial Aid

Objectives for students:

a) To learn how to access counselors who can help them make career, job, job training, and college decisions.

b) To learn where and how to obtain financial aid to help with further education.

Objective for teachers:

To encourage you to continually look for information that might help your GED students.

Materials and Activities:

1. "Where Can You Start to Look for Counseling and Financial Aid?" (Example J)
2. "Education is the Key," *Passage,* December, 1993 (Example K)
3. "Exploring Financial Aid," *Passage,* December, 1993 (Example L)
4. "Books to Check Out," *Step Up to College* , Philadelphia FUTURES (Example M)
5. "Unlocking the Secrets of Financial Aid," *Step Up to College,* Philadelphia FUTURES (Example N)
6. *Student Guide, Financial Aid From the U. S. Dept. of Agriculture*
   Order beforehand from the Federal Student Aid Information Center
   P. O. Box 84
   Washington, D. C. 20044
7. Schedule a counselor to speak in the classroom.
8. Schedule a welfare case manager to speak in the classroom about what help is available to help fund education for low income students.

Discussion:

After students read all of the information, discuss the various resources available. Answer as many questions as you are able. Refer them to a counselor if one is available at your site, or to a counseling center for help that they can not find themselves and that you are not able to give them.

Additional Information for Teachers:

* Be on the look out all year for any current information, articles, scholarships, and announcements that might be useful to your GED students.

* It will be helpful to keep a pocket folder with individual file folders marked to specify different topics so that you can supplement information presented in this manual.

* Philadelphia has a computer assisted career information system called VICS (Vocational Information through Computer Systems) available at the Library. Check to see if your library or college has this service available.

* Philadelphia also has a CACHE (College Aid Sources for Higher Education) system available to students which sends them notification of scholarships available to them on an individual basis. Again, see where this is available in your area.

* Also, check on New Options programs available at colleges and Educational Opportunity Centers (EOC) which provide a counselor to those without other access to one. Check at your community and state colleges.

Where Can You Start to Look for Counseling and Financial Aid?

As a GED student, you should start to think of yourself as a *high school senior*, in the sense that you should start to plan what you will do after your diploma arrives in the mail.

You need several months to open your eyes and mind to as many different options for yourself as possible. The path you eventually choose may be one that you don't even know exists, or one that you don't "see" yourself in today.

So, where do you need to start?

* Listen to speakers.

* Take career placement tests.

* Read any of the hundreds of books available in the library or bookstores about making choices and goal setting.

* Browse through the newspaper for speakers, seminars, etc. that would be interesting to attend.

* Tour job training centers and colleges.

* Work with a counselor who can answer your questions or help you find the answers.

* Visit your local library. For example, in Philadelphia, the Education Department on the 2nd floor of the main branch has books, college catalogs, and the VICS computer which will help you search for the right career for you. You can fill out a CACHE application which is fed into a computer which will then send you a personalized list of scholarships.

Remember: The day you get your diploma in the mail is the first day of the rest of your life!

Example K

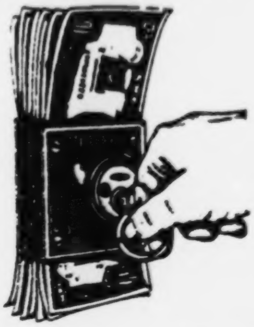
Volume 5
Issue 4

passage

December
1993

"Your Workplace and Job-Skills Information Newsletter"

Education is the Key.



> Jobs that are more demanding will continue to emerge in the U.S. economy. More than half of all new jobs created by the year 2005 will require some formal training beyond high school. Almost a third of all new jobs will be filled by college graduates compared to only 22 percent today. Youths who drop out of school or complete high school without obtaining basic reading and math skills will be at a great disadvantage in the workplace of 2005.

Source: U.S. Bureau of Labor Statistics

> The level of education plays a role in determining how high or low your lifetime earnings will be. For example, the difference between the career or lifetime earnings of a high school graduate and those of a college graduate is $350,190 even after subtracting the cost of a college education and lost wages over four years.

> There is also a dramatic comparison between those who have less than four years of high school education and those who have graduated from high school. High school graduates make an average of $133,560 more in their working lives than those who haven't graduated from high school. For many high school dropouts, the lost earnings are far greater because they often face long periods of unemployment.

Source: Pennsylvania Career Guide, 1993 Edition

> The U.S. Department of Labor estimates that half of all existing jobs will be eliminated in the next 20 years. These jobs will be replaced by new jobs that require individuals who are educated (high school, GED, college/vocational school) to learn new skills and to constantly adapt to the changing work environment.

> Workers who need and receive training to get their jobs earn more annually than those who reported not needing training, according to a recent study based on Census Bureau surveys.

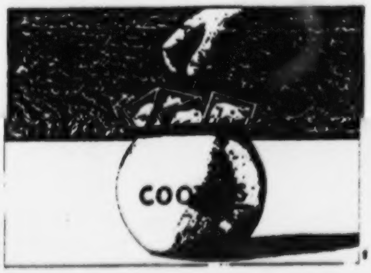
> *Source: Washington Post* ❑

The activity which is the subject of this publication was supported in part by the Pennsylvania Department of Education and the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement by the Pennsylvania Department of Education or the U.S. Department of Education should be inferred.

Passage - Volume 5, Issue 4 - December 1993

Example L

Exploring Financial Aid Opportunities for School



This article serves as a detailed continuation of information presented in the recent PASSAGE articles "STUDENTaccesspage Focus: Choosing a School" (September 1993) and "Cost Saving Tips For Attending College" (November 1993). If you need to obtain financial aid for college/vocational training, this article will help you explore options for finding assistance and will help you with completing applications/understanding requirements for obtaining federal financial aid.

Where Do You Start?

- **Go** to your public library and ask for help in finding sources of financial aid for school.
- **Check** sources in your community or nearby areas. For example, your employer/your parents' employers, local unions, foundations, religious groups, civic organizations, or clubs may have funding or scholarships available.
- **See** if you are eligible for special assistance. For example, veterans should call their local Veterans Affairs' office to see if they are eligible for educational benefits/assistance or individuals who have a disability should call their local Office of Vocation Rehabilitation for assistance.
- **Meet** with representatives from the financial aid office of the school you are interested in attending. Request information about scholarship programs, school-aid programs, work-study programs, and State/Federal grant programs. The school financial aid representative can also help you with applying for assistance. When applying for federal student aid, you can obtain an application form from your school.

Eligibility Requirements for Federal Student Aid

To receive financial aid from federal student aid programs, you must:

- **Show** a financial need.
- **Have** a high school diploma, a GED, or pass a special test given by your school (this test is approved by the U.S. Department of Education).
- **Be** a citizen of the United States or an eligible non-citizen.
- **Be** working towards obtaining a degree or certificate (in most cases).
- **Show** satisfactory academic progress (grade average/number of courses).

What Types of Federal Student Aid Are Available?

The three types of federal student aid available include Grants, Work-Study Programs, and Loans. (Contact your school's financial aid representative to see which Federal programs the school uses. More than 8,600 schools nationwide participate in one or more Federal Student Financial Aid Programs.)

1. ***Grants*** are money awards that do not have to be repaid by the recipient (the student). Two examples of grants offered are:

- Pell Grants - assistance for undergraduate students attending school at least half time.
- Supplemental Educational Opportunity Grants (SEOG) - assistance for undergraduates with exceptional financial need.

During the 1989/1990 school year, the federal government awarded over $4.5 billion in grants.

2. ***Work-Study*** programs provide students with the opportunity to work at their school and earn money to help pay for their educational expenses.

3. ***Loans*** are financial assistance that have to be repaid, at a later date, with interest. Various loan programs include:

- Perkins Loan - Low-interest loans which are provided by the students' educational institution. Students in vocational programs and students in undergraduate and graduate programs are eligible for this loan.
- Stafford Loans - These are loans made by banks, credit unions, and savings and loan associations. To be eligible, students should attend school at least half time. These loans are to be repaid when the student graduates or leaves school (usually six months upon completion of attending school).

Continued on page 3

BOOKS TO CHECK OUT

Eric Barrett

These books are available at the Free Library. The bibliography was assembled by **Eric Barrett**, a senior at **Bartram HS.**

- ***Financial Aid for Higher Education,*** by Oreon Keesler. Wm. C. Brown Publishers, 1992. Advice and valuable information about making a systematic search for financial aid.
- ***How to Find Out About Financial Aid,*** by Gail Ann Schlachter. Reference Service Press, 1987. Provides comprehensive list of the hundreds of directories that describe financial aid.
- ***Winning Money for College,*** by Alan Deutschman. Peterson's Guides, 1987. Covers the national competitions that are open to anyone with the appropriate skills.
- ***Directory of Financial Aid for Women,*** by Gail Ann Schlachter. Reference Service Press, 1992. List of scholarships, fellowships, grants, loans and internships designed for women.
- ***Directory of Financial Aid for Minorities,*** by Gail Ann Schlachter and R. David Weber. Reference Service Press, 1993-95. Comprehensive directory of financial aid sources for minority students.
- ***College Athletic Scholarships,*** by Bob Mauro. McFarland and Co., 1988. Provides complete and practical resources for information for individuals to use all available sources to their advantage.
- ***The College Cost Book, 1993,*** The College Board. Information on financing your education. Available in all counselors' offices.

- Philadelphia FUTURES

Example N

UNLOCKING THE SECRETS OF FINANCIAL AID

Separating fact from fiction is an important first step in understanding the financial aid process. Let's start with the basics:

Kareema Epps

FACT #1: Everyone can afford to go to college. Community College of Philadelphia costs less than $33 a week for full-time study, and grants are available to low-income students to cover the entire cost.

FACT #2: The lower your family's income, the more financial aid you will qualify to receive. Many students whose families are not low-income qualify for loans, which have to be paid back after graduation. But low-income students are also eligible for grants, which don't have to be paid back. Hundreds of thousands of students are eligible for private scholarships which are listed in a computer program called CASHE, which is available in every high school, College Access Center and the Free Library main branch. **Blakeley Cooper** from **William Penn HS** is using CASHE to locate sources of scholarships for students interested in studying science. A College Access Counselor is assisting him in filling out the application forms. "You must put the forms in front of your parents and push them to fill them out," said **Asante Lomax, a Roxborough HS** graduate. **Jennifer Austin, a Bartram HS** grad now at the University of Maryland-Eastern Shore, agreed. She said, "The hardest part is getting parents to reveal their financial information. You have to start asking for it when you're in 11th grade to make sure it will be ready when you are."

FACT #3: You can go to school part-time and work part-time to earn money for tuition and expenses. Many colleges offer courses in the evenings and on weekends to enable working students to earn degrees. Most colleges also offer a work-study program as a way to earn tuition money. **Ken McFadden**, a sophomore at **West Chester University** who graduated from **West Philadelphia HS**, works ten hours a week in an office on campus.

FACT #4: Even if you enroll for full-time study at college, you will have time to work. Most classes meet three hours per week and four courses often is a full-time schedule. So if you're attending classes twelve hours a week and putting in an additional 12 hours in studying, you still have ample time for a job.

Blakeley Cooper

Jennifer Austin

FACT #5: Loans are a wise decision. Having to pay back loans once you finish college may not be an appealing prospect, but it makes sense for you both academically and financially. The sooner you earn your degree, the earlier it will boost your earning potential. And education loans are paid back at below market interest rates, so they're a wise option, just like taking out a mortgage to buy a house.

Some of the best advice we heard came from **Kareema Epps**, a graduate of **Audenreid HS** now attending **Temple University.** "Start by reading every financial aid book in the Library. In 10th and 11th grades, send out hundreds of letters. THE COPY MACHINE IS YOUR BEST FRIEND. Copy everything you send out with dates sent. Also, call and keep calling to find out the status of your applications. No one else is going to watch out for you. You must be persistent with parents and counselors. You must be in their faces. Fill out every loan and scholarship application even if you don't think you'll get it or use it. You can always turn them down." A **Germantown HS** grad reports that said she filed 57 applications for aid. She ended up with a very impressive package of scholarships and awards and is now attending Ursinus College.

BEST COPY AVAILABLE

Workshop #5

Job Training Programs

Beware
of promises
of a
quick and easy
education.

- Community Legal Services

Workshop #5

Job Training Programs

Objectives for students:

a) To become aware of free job training available and the offices to contact in order to be considered for these positions.

b) To become aware of the financial dangers involved in signing up for "guaranteed" government loans through proprietary schools.

Materials and Activities:

1. "Where to Look for Job Training Schools" (Example O)
2. "Community Alert" (Example P)
3. Job Corps Information (Example Q)
4. "What is an Apprenticeship" (Example R)
5. *Directory of Job Corps Centers and Courses* write to:
   Forms Distribution Center
   McKinney Job Corps Center
   1701 North Church Street
   McKinney, TX 75069-8003
6. Contact the Private Industry Council (PIC) in your area. Call them for a speaker. Ask for a monthly listing of job training programs available.

Discuss:

Discuss the information above and ask students to share any successful or any bad personal experiences with job training programs.

Essay:

See Example S

Where to Look for Job Training Programs

There is one key word of advice to remember about job training schools: *If you have to pay to attend, or if a school tries to entice you into signing a federally guaranteed loan,* ***don't sign, don't enroll,*** *without* ***thorough*** *investigation.* As you read the following article from Community Legal Services, Inc. you will begin to understand why.

Many job training programs are free because they are federally or locally funded. Many of these programs offer GED or Basic Skills programs along with training, but the chance of acceptance often increases when a student already has a GED.

There are several things you can do to connect with job training programs available in the area:

1. Contact the Private Industry Council (PIC) in your area. Ask for a monthly listing of job training programs available.

2. Counselors will have access to further information about job training.

3. Contact Job Corps for student folders which give information about their residential and non-residential programs. Tours and speakers are often available. Call 1-800-733-JOBS or for a *Directory of Job Corps Centers and Courses* write to:

Forms Distribution Center
McKinney Job Corps Center
1701 North Church Street
McKinney, TX 75069-8003

4. Contact the Deptartment of Labor about Job Training Partnership Act (JTPA) programs in your area. Telephone: (202) 535-0585

National Office for Employment and Training Administration
Office of Regional Management, Employment and Training Admin.
U. S. Department of Labor
200 Constitution Ave., N. W., Room N 5309
Washington, D C 20210

Community Legal Services, Inc.

COMMUNITY ALERT:

New Help in the Law for Dealing with Defaulted Student Loans

Thousands of low-income Philadelphians have been victimized by the Proprietary Trade School Scandal. Rip-off schools, promising an easy route to well-paying jobs, and offering federal grants and guaranteed loans to pay for the "training," have caught many in their net. Frequently, the victims are left worse off than before, still unemployed but now with student loans too large to pay back. Moreover, a defaulted student loan makes a person ineligible for future financial assistance to attend a real school, like Community College.

In July, 1992 Congress amended the Higher Education Act, the law that governs federal Pell Grants and the Guaranteed Student Loan program to provide some relief from this outrageous situation. If you are in default on a student loan, there is a way you can become eligible for new grants or loans, despite your default. In certain circumstances you can get out of your loan altogether.

1. Reinstating eligibility through very small monthly payments.

The new law provides that all borrowers in default can become eligible for new grants or loans by making 6 consecutive monthly payments of a "reasonable and affordable" amount based on each individual's financial circumstances. If you are on welfare or your wages or very low or your expenses are more than your income, this could mean payments as low as $5/month. Once six payments are made, you can go back to school with financial aid. (You will probably have to continue these payments while you are in school, at least as long as you might need financial aid.)

According to the law, you can arrange for one of these "reasonable and affordable" arrangements by contacting the "guarantee agency" who has your loan. In most cases this will be PHEAA. But there are many other guarantee agencies in the country and you have to make sure that you are talking to the one who has your loan. If you know who has yours, contact them and demand one of these arrangements. If you don't know, review the paperwork from your loan or call whoever is billing you (possibly a collection company) and ask them for the name of the guarantee agency assigned to your loan.

For PHEAA loans, write to Kim Bowers, Administrative Assistant, PHEAA, 660 Boas Street, Harrisburg 17102. Include your social security number, specify your income, expenses and household size and enclose your first payment of $5 (or, if you can afford more, that larger amount). Keep paying monthly and keep copies of all correspondence and money orders you send.

Don't be surprised if you have problems getting a "reasonable and affordable" arrangement. The Federal Government has not yet told the guarantee agencies what to do and, as a result, there is a lot of confusion. But it is your right to start your 6 months of payments NOW. If you do not get action, contact your local office of Community Legal Services.

2. Loan Cancellation for Students Who Were Enrolled at a School which Closed.

If you got your loan after January 1, 1986 and you were unable to complete your training program due to the closing of the school, you are entitled to have your loan discharged and to get a refund of all monies you already paid. It appears that the regulations implementing this law will also make the closed-school discharge available to students who were on leave at the time of the closing and to students who withdrew or were terminated within 90 days of the closing.

To demand a closed-school discharge, contact your guarantee agency. Don't take no for an answer. (At the very least, the guarantee agency should immediately stop all collection activity while it waits for final instructions from the Federal Government.)

3. Loan Cancellation for Students Who Did Not Have High School or GED Diploma.

The law also says that if you got your loan after January 1, 1986 and you were "falsely certified," you can get your loan discharged and a refund of all monies paid. The Federal Government is in the process of putting out regulations which will define what a "false certification" is. For the time being, it appears that, at the very least, all students who did not have a high school or GED diploma at the time they got their loan and who were not properly tested by the school can get out of their loans. If you think you fit in this category, contact your local office of Community Legal Services.

Other ways exist for dealing with student loan problems. If you are not yet in default, you may be entitled to an "economic hardship" deferment, which would have the effect of postponing payments up to 3 years. If you can afford monthly payments around $50-60/month, your loan could be resold to a bank under the "loan rehab" program run by your guarantee agency. You may want to consider bankruptcy. And, if the school that defrauded you is still in business, you might consider suing the school.

Beware of promises of a quick and easy education.

Demand fairness and more government help for trade school victims.

Demand free and universal access to quality education and training.

Example Q

Your Guide to Job Corps

Eligibility

To be eligible to join Job Corps you must

- be between the ages of 16 and 24;
- be from a home that is considered low income;
- be from an area that has conditions that keep you from getting an education or a job;
- be able to benefit from and complete the training which you will get at a Job Corps center.

For other information about eligibility standards, check with your Job Corps screener.

Not everyone is eligible for or wants to join Job Corps. You should discuss with the Job Corps screener other programs that may be located in your area.

The Job Corps screener will check to make sure that you are eligible for Job Corps. This may mean that your health, school, and other records will be reviewed. DON'T PANIC! Job Corps checks these records to make sure the program will provide YOU with the best possible training and help that YOU'LL need.

Train
for Your
FUTURE
Job Corps

Pay and Benefits

The center that you'll be sent to has classrooms, dormitories, cafeterias, recreational facilities, and offices. If there is a center near where you live, you may wish to enter as a nonresidential student. As a nonresidential student, you will not be living on the center. Ask the Job Corps screener for more information about this program.

If you are a residential student, you will live in a dormitory setting with one or more other young persons per room. While at the center you will be provided with medical and dental care, should you need it. Each center has doctors, dentists, and nurses either at the center or on call, and the service is free.

You may be given clothing to wear or money to buy clothing. It is not necessary for you to spend a lot of money on clothes before coming to a Job Corps center. You will usually eat all your meals in the center cafeteria with your friends at no charge to you. In fact, your room, food, medical care, and transportation to the center are free. Your transportation to the center, and when you terminate, back to your home will be provided by Job Corps. Additionally, once a year after 6 months attendance, you will be provided with a round trip for home leave.

Any home visits other than the above and emergency travel will be at your own expense. You will have to pay for personal things like cokes, candy, lipsticks, and fancy clothes if you want to buy them out of your living allowance. Yes, Job Corps also pays you a modest living allowance while you are at the center. The Job Corps center staff will explain the living allowance benefits.

Also, each month that you are in Job Corps, the Job Corps will put aside a readjustment allowance to assist you when you leave Job Corps and go to that first job. There are also opportunities to earn bonuses. While you are still at the center, you can even send some of this money home to provide some assistance to your spouse or dependent children. Talk to the Job Corps center staff about this.

But remember, you have to remain in the Job Corps for 7 months or longer to get this allowance. If you don't stay, you won't get a readjustment allowance.

Example R

EDUCATIONAL OPPORTUNITY CENTERS
Penn State Ogontz Campus
1600 Woodland Road
Abington, PA 19001
(215) 881-7380
(215) 881-7300

What is an Apprenticeship?

An apprenticeship is a written agreement between an employer and an individual (referred to as as apprentice) whereby the apprentice agrees to be trained and supervised by (a) skilled craftsperson(s) for a period of time (usually anywhere from two to six years). Apprenticeship experiences combine classroom instruction (around 144 hours per year) and on-the-job training which must add up to a minimum number of required hours. During this time the apprentice is paid at a progressively higher rate of pay. If successfully completed, the apprentice usually applies for and receives his or her Journey Worker's Card, which represents full status as a skilled craftsperson in the particular area of training. Some occupations which offer apprenticeship training are listed below.

Carpenter
Industrial electrician
Millwright
Stonemason
Numerical control machine operator
Patternmaker
Automotive mechanic
Bricklayer
Cement mason
Firefighter
Cabinetmaker
Baker
Landscape gardener
Pipefitter
Plumber
Sheetmetal worker
Tool-and-die maker
Glazier
Locksmith
Machinist
Plasterer
Optician
Floor layer
Upholsterer

Example S

Transition Time
Workshop #5 - Job Training Programs
Essay

Name________________________________**Date**____________

a) Explain how a job training experience could be very useful for someone who is currently unemployed. Use specific details and examples.

or

b) Share a personal experience you or a relative has had with a job training program. The experience you write about can be good or bad, but be sure to use specific details and examples.

Workshop #6

College

Visualize yourself as a college student.

If I went to college, I would want to be a physical education teacher. I am interested in all kinds of sports like baseball, basketball and football. I visualize myself in college and in this job.

- Chuck

I would be nervous, but I would be okay after a cup of coffee. I would be calm, sitting on campus until class started. I guess they would give me a placement test for social workers. I would have fun seeing how that comes out.

After that I would go for math. Anxiety! I would be very surprised to do any good. But I would be fine after I know what I'm doing. It will take time... I'll have a nice day meeting different people and doing my best. We're all there together hoping to help each other.

- Lillian

Workshop #6

College

Objectives for students:

a) To begin to understand terms used when talking about college.

b) To learn how to get information from colleges about their programs.

Material and Activities:

1. "How Does College Work?" (Example T)
2. "What Are 4 Year Colleges/Universities?" Educational Opportunity Centers (Example U)
3. "Suggestions for Those Considering College..," Passage, May, 1994 (Example V) Read and discuss the above handouts. Answer questions.
4. Role Play - Have one student play an interested student, and another an admissions counselor in a college.
5. Contact a local college and invite an admissions counselor to speak about college life in general and to answer students' questions.
6. Schedule a tour of a college by contacting the admissions office. March, April and May are very busy for admissions offices. Try to schedule your class tour in the fall or winter.

Essay:

See Example W.

How Does College "Work"?

Degrees: You can go to college forever if you want, and build up degree after degree! Most people, however, choose a particular goal, that lasts a foreseeable amount of time. Generally, the following **degrees** are available:

From a community college or other two-year school,

a full-time, one-year program will issue you a **Certificate.**

a full-time, two-year program results in an **Associate's Degree.**

From a four-year college or university,

you receive a **Bachelor of Arts (B.A.)**

or a **Bachelor of Science (B.S.).**

From a graduate school at a university,

you can receive a **Master's Degree (M.S., M.A., M. Ed., M.S.W.,etc.)**

and finally a **Doctor of Philosophy (Ph.D.)**

++

College Year: A college year is usually divided into 2 semesters of about 14 weeks each and one or two summer sessions. Some also offer a winter session during the long Christmas holiday.

Credits: Each college has its own particular system and requirements, but generally, most classes are 3 credits. Each credit usually means one hour of class per week. A 3 credit class usually meets 3 times per week for an hour, twice a week for 1 1/2 hours, or once a week for 3 hours.

For each hour you spend in a classroom you will probably be expected to spend at least 2 hours on your own studying, reading, and writing papers.

Science classes are usually 4 or 5 credit courses because of hours spent in the lab in addition to class hours. There are also some 1 credit and 2 credit classes.

Full-time or Part-time: A full-time student takes 12 credits or more. The usual course "load" is 12 to 17 credit hours. Many adults today attend college part-time because they have to work full-time. As a part-time student you can take one course or as many as you want. Degrees do take longer to earn when attending part-time, but you can set up a class schedule to accommodate your job, your family, and your other responsibilities.

Cost: There is a set price for attending college full-time, whether you take 12 or 17 credits. Part-time students are charged a fee for each credit hour.

Community colleges are generally less expensive than a four year school. The range in price for a four year college varies greatly. In-state students pay less than out-of-state students at state colleges. Some colleges just charge more than others. Financial aid (discussed in another workshop) can help some students reduce their cost or obtain loans or jobs to help with college costs.

Getting in to College: Admission procedures are basically the same for most colleges, although there are some differences. Generally, you must fill out an application form and send in an application fee. Some colleges require GED test scores, references, essays, SAT (Scholastic Aptitude Test) scores, while others do not.

You can attend a four-year college or a two-year institution such as a community college. You can even start out at a community college, where costs are dramatically lower, and then transfer to a four-year school. If you know that you will eventually want to transfer, you should check with the school you want to transfer *to*, in advance, to see if they will accept the transfer of the credits you will be taking. Some schools do not accept other schools' courses and make you retake *their* courses.

How to get Information: You can get information and applications from colleges by calling or sending a postcard similar to the following:

I am interested in information about your school.

Please send an application, a financial aid application, and a copy of this year's catalog to me.

Thank you,

Gilda E. Diploma
1234 Future
Philadelphia, PA 19000

Each school will have different deadlines and requirements. Be sure to follow the guidelines completely.

Neatness is important. Forms you fill out must be legible. If possible, type the information on the applications.

The counselors in the admissions office are there to answer your questions. Don't be afraid to ask for any help or to have them explain something you don't understand.

Other College Vocabulary:

FAF - Financial Aid Form used to list all information about a family's financial condition. This is required when you apply for financial aid.

Financial Aid - Money provided by federal and state governments along with other organizations to help a student pay for higher education.

Grant - An award of money that does not have to be paid back.

SAT - Scholastic Achievement Test that measures students' levels of verbal and mathematical reasoning abilities. Often, GED students do not have to take this test to be admitted to college.

Scholarship - Money given to a student by an institution, individual, or organization to help pay for education. This money does not have to be paid back.

Educational Opportunity Centers

EDUCATIONAL OPPORTUNITY CENTERS
Penn State Ogontz Campus
1600 Woodland Road
Abington, PA 19001
(215) 881-7380
(215) 881-7300

What Are 4 Year Colleges/Universities?

A 4 year college or university is a public or private institution which offers educational programs leading to a bachelors degree. 4 year colleges train individuals to work in a variety of professional occupations.

Advantages

-offer a large variety of social, cultural,and educational programs.
-provides "broad-based" education (i.e. "well rounded" individual).
-marketability of bachelors degree expands your career options. Enables you to apply for a greater number of positions.
-better paying salaries/working conditions.

Disadvantages

-larger schools have bigger classes, less individualized attention.
- entrance/admission is competitive.
-may be quite expensive.
-must be committed to 4 year program. Certain occupations require require additional education beyond the 4 year bachelors degree.

What are 2 Year Colleges?

A 2 year college is a public or private institution which offers educational and training programs up to two full years of study. Most offer one- and two-year occupational certificate and degree programs as well as courses which can be transferred to four-year colleges. Many studentscomplete the basic requirements for a bachelor's degree program by first taking two years of study at a junior or communnity college.

Advantages

-most have "open door" policy (will admit all persons with a high school diploma or equivalent).
-tuition and other costs are usually significantly cheaper (approximately 1/2 of what it is at four-year institutions).
-usually well supported and highly thought of by the community at large.

(over)

-often have small classes and teachers (not grad assistants) who actually teach the class.
-flexible hours (night and weekend offerings).
-within commuting distance for most students; can live at home.
-allows one to retain previous employment and/or remain close to relatives, friends, etc.
-usually offers many short-term technical/vocational offerings.
-normally offers many remedial/developmental support services.
-often allows time for students to mature before experiencing dorm life, etc.

Disadvantages

-often lack "campus" and/or "college atmosphere".
-may not offer courses/programs with the depth, breadth and specificity you desire.
-many do not have dorms or housing facilities.
-since most are commuter colleges, student activities may not be as well attended.
-some course offerings may not transfer to other institutions.
-may not be perceived as having the prestige or status of a four-year college or university.
-physical facilities and space may not be as attractive or available as is often the case with four-year colleges.
-usually do not offer the variety of social and cultural activities which typify most four-year college and university campuses.

What are Trade and Technical Schools?

These schools provide highly specialized and intense training in a particular trade or skill area such as electronics technology, cosmetology, floral arranging, medical assisting, photography, or locksmithing. Most are privately owned and offer programs of two years or less duration. Those who desire a "no extras" approach and want to only learn the specifics of a certain trade in the shortest period of time may find that a career school is the answer.

Advantages

-cheaper than going through a four-year liberal arts curriculum.
-allows you to bypass general liberal arts basic courses.
-short-term.
-often provide training in hard-to-find areas.
-usually have strong job placement services

Disadvantages

-may not provide you with the broad background which is becoming increasingly necessary in our society.
-may be quite expensive.
-may not be accredited.
-if you decide to attend a traditional college later, you may not be able to transfer credits.

Ways To Obtain Education and Training Without Going Full-time.

There are a number of ways to obtain education and training without going full-time. Some of the more popular and widely accepted avenues are listed below.

Part-time Study Options

Part-time (day or evening) classes; weekend classes (check with local colleges and universities; most have such offerings available)

Media classes (TV, radio and newspaper courses; check local college and university offerings)

Correspondence courses, independent study, and other experiential programs (contact the Council for the Advancement of Experiential Learning, CAEL, 10598 Marble Fawn Court, Columbia, MD 21044.

Credit-By-Examination Options (or"Testing Out")

College Level Examination Program (CLEP), Box 6600, Princeton, NJ 08541-6600.
American College Testing Proficiency Program (ACT-PEP), American College Testing, P.O. Box 168, Iowa City, IA 52243.
Advanced Placement Program (AP) Educational Testing Services, Princeton, NJ 08541.
Defense Activity for Non-Traditional Education Support (DANTES) Educationa Testing Services, Princeton, NJ 08541
College and university departmental "Challenge Exams" (faculty developed)

Some related resources

How to Get the Degree You Want: Bear's Guide to Non-Traditional College Degrees by John Bear, 1988 or latest edition, Ten Speed Press, Box 7123, Berkeley, CA 94707).

The Independent Study Catalog: NUCEA's Guide to Independent Study Through Correspondence Instruction, latest edition. Triennial. National University Education Association/Peterson's Guides Inc., Dept. 7101, P.O. Box 2123, Princeton, NJ 08543-2123.

Hint: Be sure to check with the institution you wish to accept the credits PRIOR TO taking a test or engaging in any of the nontraditional programs cited. This is important because each college determines its own policy regarding acceptance of outside credits.

Example V

Suggestions For Those Considering College...

Nontraditional Students: SAT and ACT Scores

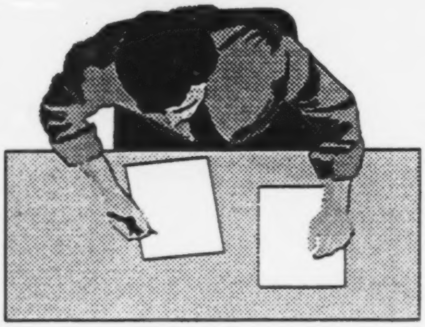
In most cases, nontraditional students (older adult students--approximately 25 years of age and up) are not required to complete the Scholastic Aptitude Test (SAT) and American College Test (ACT) which are traditionally given to high-school seniors. With proof that you have received your high school/GED diploma, most colleges conduct a free academic assessment instead of using the SAT or ACT.

Registering for Classes

If you have decided to attend college, be sure to register as early as possible. Try to register at least three months in advance. Keep in mind that records such as your high school/GED diploma have to be obtained to prove that you graduated and that you may have to take several tests and examinations to assess your skills in certain academic areas (grammar, spelling, vocabulary, and math).

These steps or requirements take time. Registering early will help you start on time and ensure that you will be admitted without delay or complications.

Find out about your school's payment plans, be prepared to fill out information forms that are required by the school, and have list of classes that you would like to attend. (Tip: Have a backup list of classes if selections from your first list are not available. At most schools, upper classmen get to register first.)



Know your Social Security number. At colleges, social security numbers are used to identify students. This identification number is used when you are registering, choosing classes, attending campus activities, and even dining at the cafeteria. Commit this number to memory.

Credit and Noncredit Courses: Know the Difference

Colleges offer credit and noncredit courses for individuals wanting to improve their education. A credit course enables you to work toward a degree or a certificate. Examples include general studies, vocational training, arts/humanities, sciences, and social sciences. A noncredit course does not count toward a college degree or certificate.

Many people take noncredit courses for personal enlightenment or self development. Some examples of noncredit courses may include auto repair, flower arrangement, learning a foreign language, fitness activities, and crafts/hobbies.

If you are interested in attending college, be sure you can tell the difference between the two.

Transferring Credits

Some people start their higher education experience at a cost-effective local community college to see if college is the right choice for them. Also, individuals who feel they need to test their abilities because of past performance choose a community college.

Community colleges are interested in your present performance, not your past. Also, after an individual receives 30 or more credit hours from a community college, he/she has the option of transferring to a four-year college. However, before you choose this approach, make certain that your credits from the community college will transfer to the four-year college that you will be attending.

Continued on page 8

passage

"Your Workplace and Job-Skills Information Newsletter"

Editors: Bernadette Mangie, Director, Education and Support Programs; John S. Goberish, Communications

BCALMC Consultants: Richard Carland, Workforce Education Specialist; Beverly Covatch-Dicken, Literacy Support Specialist; Alex Garcia, Executive Director; Alice Green, Technical Advisor; and Greg Hill, EAPC Coordinator, and Lee Katroppa, GED Instructor.

For more information, call 1-800-345-5443 or write to: PASSAGE, BCALMC, 400 Ninth Street, Suite A, Conway, PA 15027.

Academic Advisor: The Most Important Contact

When attending college, you will need to meet with your academic advisor at least once a semester. This advisor helps you develop your class schedule, understand the requirements for your major or emphasis (required courses and skills), become aware of eligibility requirements for certain programs, and meet your educational/graduation goals.

If your advisor is not helpful and does not keep you on track for graduation, request a new advisor. Remember, this is your education; you deserve quality assistance. (Tip: Ask students who are preparing to graduate who the best advisors are at your particular college.)

Student-Counseling Center

In addition to your academic advisor, most colleges have a student-counseling center. This center is available to students who are confused about their career goals and need assistance/resources. Resources such as books, career guides, and cassette/video tapes are available to students. Also, counselors are available to meet with students who may have personal issues or problems with instructors or college staff. Know where your student counseling center is located and use it to your advantage.

Network with Students

Get to know the students you meet in class, at the library, at the campus center/union building, and at various activities. Find out if certain classes and instructors were beneficial to the students you meet. Find out what to expect from certain classes and how to prepare for tests. Set up study groups with students who are striving toward the same goals. Working together helps everyone involved in the learning process and decreases much of the anxiety that is involved with attending college.

Nontraditional Students

Many adults feel awkward attending college because of their age. They believe that they are too old and will not fit in this environment. The truth is that nontraditional students are often better prepared to attend college because of their life experiences. In addition, most nontraditional students are usually more focused and have a better understanding of the importance of receiving an education. Instructors and students welcome nontraditional students. ❑

Motivational Quotes Continued

"There is no security on this earth, there is only opportunity." - General Douglas MacArthur

"The great thing in this world is not so much where we are, but in what direction we are moving." - Oliver Wendell Holmes

"Success is not the result of spontaneous combustion. You must set yourself on fire." - Reggie Leach ❑

Transition Time
Workshop #6 - College Essay

Example W

Name ______________________________ **Date** ____________________

Visualize yourself as a college student. Where would you be? What would you be studying? Describe your typical day as a college student *in detail*. Be sure to organize your thoughts on paper before you write.

Workshop # 7

Looking for a Job

**When interviewing,
ask questions;
after all,
you want
to make sure the
job is right.**

- Pennsylvania Career Guide POICC

Workshop #7

Looking For a Job

Objectives for students:

a) To know where to find help when looking for a job.

b) To take control of their search and learn how to make a plan to find a job.

Suggestion for teachers: Visit an employment office before distributing this information and get samples of all the flyers and pamphlets available there to show your students. Or better yet, plan a field trip and take your students. At a Philadelphia Job Center I found booklets which help plan a job search. I also found dozens of other useful pamphlets and flyers. Be sure to write for the free books on this topic available from the Consumer Information Catalog.

Materials:

1. "Where do I Start" (Example X)
2. "Getting the Word Out," Passage, March, 1994 (Example Y)
3. "Researching Potential Employers," Passage, May, 1992 (Example Z)
4. "The Ingredients of a Good Resume," Parts One and Two, Passage, February and March, 1994 (Examples AA and BB)
6. "*Do*s and *Don't*s for the Job Interview," Passage, March, 1992 (Example CC)
7. "Interview Questions," Passage, May 1992 (Example DD)
8. Consumer Information Catalog, (Order beforehand. Address can be found in the Teachers' Notes.)

Discussion: After reading the above, answer questions and discuss any interests.

Where Do I Start?

The best place to start if you are going to look for a job after you get your GED is right at **home!** Ask your relatives and friends if they know of something. Surprisingly, this is how **most** people find their jobs.

The next best place is probably the closest **employment office**. There, you will find the Automated Labor Exchange (ALEX), the job computer. ALEX is the latest in computerized job and job-seeker matching. This user-friendly computer program enables job seekers to browse through jobs that are available in their county, their state or throughout the United States.

Also, at the **employment office**, you will find a lot of information about jobs and pamphlets like "How to Get the Right Job" (Form ES-2610, Pennsylvania Department of Labor and Industry) and "My Personal Job Search Plan" (Form ES-2766) which will help you plan your job hunting strategy.

A **temporary agency** will do a lot of the leg and phone work for you in a job search. They may give you the opportunity to try many different jobs and companies without a long term commitment.

Don't forget your **library.** There is usually a section where job hunters can find all kinds of helpful information and books. Ask for the location at the desk.

The traditional source of jobs that we all think of is **newspaper want ads.** These are very interesting to read and have good leads. You might also find "want ads" on **TV and radio shows.**

Visit **large employers** in your area. They often hire on a continuous basis even though they don't advertise.

Another great source of written information is the **Consumer Information Catalog.** Under "Employment" you will find many free and low cost books that you can order. Your teacher can provide you with an order form. (Under Teachers' Notes in the front of the Manual)

Gathering Information

Before you actually go out and apply for a job, you should spend a few hours recalling information about your education, experience, military history, references you will use, and write it all down so you will have it available when filling out applications.

You will need to list the **last school** you attended, its address, and the last grade you completed. (You will note on the application, however, if you subsequently received a GED.)

You need to make a list of **former employers,** addresses, your job title and salary. Put them in order with your most recent job FIRST.

Make a list of **unpaid experience** which also gave you skills that an employer could use.

Your **reference list** should include three or four people who are not relatives. List the name, address, home and work telephone numbers, their relationship to you (employer, friend, clergyman) and how long they have known you.

You should also write down your **Social Security number** and your **Driver's License number.**

Filling Out Applications

When you are actually filling out your applications, **print neatly.** Someone has to read what you write! If **you are unsure** of the meaning of something, **ask** a staff person in the office. **Always tell the truth -- don't lie!**

Making a Plan

You need to develop a job search plan for yourself. If you work at finding a job 40 hours a week, as if **this** were a real job, your search will go much more quickly than if you work at it only ten hours per week.

Buy a notebook to keep a daily log of all applications you file and your contact with specific employers. You might want to set it up like this:

JOB SEARCH LOG

Week One

Date	Name and Address of Company	Telephone Number	Contact Person	Results	Follow-up Date and Results
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					

JOB SEARCH LOG

Week Two

Date	Name and Address of Company	Telephone Number	Contact Person	Results	Follow-up Date and Results
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					

- "My Personal Job Search Plan," PA Dept. of Labor

MY WORK EXPERIENCE RECORD

DATES	EMPLOYER, ADDRESS	KIND OF WORK	HOURS PER WEEK	RATE OF PAY
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				

People I Can Give as Personal References

A. NAME ______________________________ TELEPHONE ______________

HOME ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ______________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? __________ RELATIONSHIP ____________

B. NAME ______________________________ TELEPHONE ______________

HOME ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ______________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? __________ RELATIONSHIP ____________

C. NAME ______________________________ TELEPHONE ______________

HOME ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

BUSINESS ADDRESS ____
NUMBER STREET CITY STATE ZIP CODE

TELEPHONE ______________ EMPLOYER ______________________

HOW LONG HAVE YOU KNOWN THIS PERSON? __________ RELATIONSHIP ____________

Pre-visit Checklist

When visiting employers, be prepared to complete a job application and possibly be interviewed. The following checklist will help you prepare for the visit.

☐ Ample time allowed to get there?

☐ Attitude - Have I got it together?

☐ Outfit - Overall, do I look good?

☐ Clean clothes?

☐ Hairstyle (and makeup) OK?

☐ Body scent OK?

☐ Personal appraisal inventory? (List of education and work experience)

☐ Wallet, license, money

☐ Note pad, pen or pencil

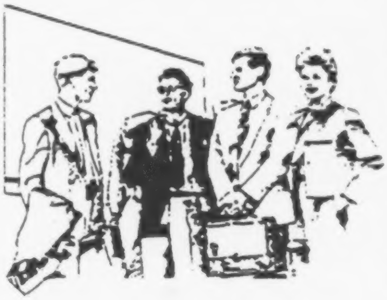
☐ Transportation - Car keys, bus pass, etc.

☐ Comb or brush, handerkerchief or tissues

☐ Other:______________________________
____
____

From "My Personal Job Search Plan"
Pa. Dept. of Labor (ES2766)

Getting The Word Out



A report by the Department of Labor once asked several thousand employed individuals how they obtained their jobs. The results of the survey revealed that:

- 48 percent found their jobs through family, friends, and acquaintances.
- 25 percent obtained employment from cold contacts. (Going to the employer and inquiring about employment opportunities.)
- 6 percent secured jobs through the placement services at their schools.
- 5 percent used the help-wanted advertisements in the newspaper.
- 3 percent obtained employment through public-employment agencies.
- 1 percent secured jobs through private-employment agencies.
- 13 percent used a combination of approaches to find employment.

Most job seekers who read these statistics for the first time are surprised. The findings reveal some interesting points that today's and tomorrow's job seekers must remember about most employers' hiring practices. For example, most employers would prefer to:

- **Hire** people they know or people who are recommended by coworkers or friends.
- **Consider** job seekers who have made an effort to find employment before job openings become available. Also, these job seekers stand out because they get ahead of the stacks of resumes that are common when word of a job opening is released to the general public.
- **Advertise** job openings "in-house" before using help-wanted advertisements or an employment agency.

These hiring practices require job seekers to become skilled at "getting the word out" about their abilities--networking. Unfortunately, many job seekers are uncomfortable with their situations and would rather not advertise that they are looking

Continued on page 2

Continued from page one

for employment. Often the only area of focus is the help-wanted sections or employment agencies which together only amount to nine percent of all successful job hires.

If you are conducting a job search, try to include as many people as possible in your network. Nearly everyone can be of some help. You can use networking to obtain advice for conducting a job search, to receive a potential job lead, or to have someone who will listen to your successes and difficulties.

By showing that you are dedicated to your job search and will work hard, most people you talk to will feel a special interest in providing you with assistance. As long as you are not overly persistent or not contacting people at inconvenient times, you will find that most people truly want to help you with your job search.

Where can networking take place? The job seeker should find ways of networking in almost any place or situation. *For example, networking can take place:*

- In the classroom.
- At little league games.
- During social gatherings.
- At the job service.
- During telephone conversations with friends.
- At the grocery store.
- At church events.
- During a visit to the doctor's office.
- At the bank.

(Basically, you can network just about anywhere.)

The job seeker really needs to be marketing himself/herself at all times. The idea is to never stop building contacts. In addition, you are educating yourself about the current job market. You are promoting yourself/abilities, getting out of the house, and making things happen for yourself.

Lastly, once you build your network of people interested in your job search, be sure to stay in touch with these individuals. Make sure they have an updated copy of your resume and call them occasionally to update them on your progress.❑

from PASSAGE, May, 1992 **Example Z**

Job-Search Strategies

Researching Potential Employers

Knowing how to conduct research on a company (potential employer) and understanding its importance are essential parts of a successful job-search campaign. Research provides you with data that can be used to help you get the interview and get the job. Also, research can help you make informed decisions about jobs and employers.

The Library

The library, in most cases, is the best place to research employment possibilities. Most libraries have a periodical department; this area contains magazines and research manuals/directories. There are several directories that contain the information needed for researching prospective employers. Moody's, Standard and Poor's, and Fitch's Corporate Manual are commonly available in libraries. Various publishers supply industrial directories; Harris Publishing Company is a common vendor to libraries. Some of these items are quite costly, and they may not all be available at the same library. So, you may have to visit several different libraries in your area.

If you need help, ask for the librarian. The librarian is the best guide through an unfamiliar department. Explain to the librarian what information you are interested in researching and ask for the industrial directories.

Four Areas To Research

Some industrial directories give a short description of each company, and others go into complex financial data. No matter how much data is presented, there are four critical areas that must be researched.

1. Product

This is what a potential employer makes or what service the employer provides. By all means, know as much as you can about the product. The interviewer will be more impressed with an individual who is informed about the company and its product. Also, this is an obvious source of pride, especially if the company is an established business in the area. If you interview at General Motors, know about the corporation's Chevrolet, Buick, and Oldsmobile products. Your knowledge tells the interviewer that the company is important to you.

2. Turnover

This is the number of people who leave the company. If the number of employees leaving is low, this is a positive sign. Low turnover rates usually mean a good employer. A high rate may indicate a company has employees who are not satisfied with their jobs. An acceptable turnover rate for a company is retaining about 25% of its employees after five years.

Acceptable Turnover Rates for Companies

Year After Being Hired	*Turnover Rate*
1	25%
3	50%
5	75%

According to the U.S. Civil Service Commission, about three quarters (three out of four) of the people hired are working somewhere else in five years.

If over half of the employees quit before a year is over, the company is experiencing a high turnover rate. After three years, if the turnover rate is less than 50%, the company has an acceptable turnover rate.

3. Reputation

What do you hear about the company you are researching? What is written about them? If the company is large enough, ask for information from its

Continued on page 8

STUDENTaccesspage **Example AA**

Focus: The Ingredients Of A Good Resume (Part One)

This month's STUDENTaccesspage answers some of the more common questions asked about what information should be included in a resume. As you read this article and prepare your resume, realize that a variety of factors (education, experience, or age) will affect the content, organization, and design of your resume. What works in one person's resume may not be appropriate for another person. Remember, every resume is unique and should highlight the special strengths and abilities of the job seeker.

What basic information should be included in a resume?

Try to always include your name, address, and telephone number; job objective (profile or career goal); educational history; work history; and work-related accomplishments and activities.

What type of format should I choose when I organize my resume?

There are two main types of resume formats: chronological and functional.

The chronological resume is used by individuals who have experience in the particular field that they are targeting for employment. This design highlights job experience and organizes it in backward order–starting from the present date and working backwards. Listing examples of past work responsibilities, job titles, and dates are important parts of this design.

The functional resume is used by individuals who have limited work experience or are switching career fields. Attention is placed on education, skills, and strengths instead of job experience. Attention is not given to dates and job titles. If you use this format, be clear on what specific type of job you are seeking. This format will not be effective if it is targeted for just any job opening.

What should appear first in my resume–education or work experience?

This relates to the previous question. If you have practical work experience in the field you are targeting, list your work experience first in the job objective section of your resume. If educational experience is your strong point and you have little or no hands-on work experience, your educational experience should be listed first. When you have solid employment and educational experience, the section that best sells you to the employer should be placed first in order of importance.

What information should be included in the educational experience section of my resume?

You should include the type of degree or certificate you have earned, the date of graduation (unless it was over ten years ago), grade point average, detailed examples of internship or related-work experience obtained at school, special honors, related activities (member of a club/organization), and types of courses you attended (list the courses that relate directly to the position you are seeking).

Should I include my age in some section of the resume?

You should leave this out of your resume. The focus should be on your strengths and abilities. If you are capable of getting the job done effectively, let the employer make a decision based on your qualifications, not on whether you are too old or too young.

Do I need to list information about my health?

If your health will not interfere with your everyday job duties and performance, do not include any information about your health on your resume. You should not give the employer an unnecessary reason to eliminate you from the list of potential new hires.

Should I include information about my marital status?

This is not necessary. Unfortunately, some employers may, consciously or subconsciously, believe that married individuals with children are a risk or that individuals with families are more settled down and make better employees. Don't worry about your marital status. Give the employer a chance to meet you in person and to judge you based on your abilities and personality.❑

Check the March 1994 issue of PASSAGE for Part Two of this article.

from PASSAGE, February, 1994

STUDENTaccesspage **Example BB**

Focus: The Ingredients of a Good Resume (Part Two)

This is the second part of last month's STUDENTaccesspage which will focus on typical questions that are asked about resume writing and what information should be included in a resume. As stated in part one of last month's article, each resume requires special considerations and should best reflect the unique talents, skills, and abilities of the job seeker. Use part one and two as a reference when you are preparing your resume.

Should I ever include my picture on or with my resume?

Unless you are applying for an acting position or a job as an on-air talent (television), never include your picture in a resume. With the many cost-effective and attractive print capabilities of a computer/laser printer, some resume services may try to market this format which includes your picture on the front page of the resume. In general, employers do not welcome this format. Remember, you only need to highlight your skills, experience, and education on the resume. The focus is your ability to meet the various job requirements.

What information is appropriate to include in the Activities or Personal Interest Section of my resume?

Include information that shows your interest and participation in community-related activities. Examples can include volunteer work, parent-teacher organizations, and the Lions Club. Highlight any activities or hobbies that may relate to the job you are targeting (e.g., a writer's club or computer-networking group). Also, briefly mentioning any interest in personal health and fitness can be a welcomed addition to this section of the resume (e.g., bicycling, jogging, aerobics, or CPR training). Avoid listing information that may not positively enhance your consideration for employment by an employer. Unlike the work and education experience sections of the resume, this section does not have to be included in your resume. However, if done correctly, this section can help sell your abilities to the potential employer.

Should I include my salary expectations on the resume?

No. Avoid listing or discussing salary expectations until you have received a job offer. If you disclose your salary expectations too early, you could price yourself out of a job before you even get a chance to meet the potential employer.

How many pages should be included in my resume?

You should be able to highlight all of the information that will interest the employer on one page. Using two pages is also acceptable. However, if you need to use two pages, try to make sure that at least half of the second page contains written information. (Keep in mind that most employers have a limited amount of time and have many resumes to review. Don't be too wordy.)

What type and color of paper are appropriate for printing my resume?

Use a quality linen-finished or rag paper. This paper will convey a professional image and will help the print/ink stand out. Make sure the paper weight is between 20 and 25 pounds and the

Continued on page 4

passage

"Your Workplace and Job-Skills Information Newsletter"

Editors: Bernadette Mangie, Director, Education and Support Programs; John S. Goberish, Communications

BCALMC Consultants: Richard Carland, Workforce Education Specialist; Beverly Covatch-Dicken, Literacy Support Specialist; Alex Garcia, Executive Director; Alice Green, Technical Advisor; and Greg Hill, EAPC Coordinator, and Lee Katroppa, GED Instructor.

For more information, call 1-800-345-5443 or write to: PASSAGE, BCALMC, 400 Ninth Street, Suite A, Conway, PA 15027.

STUDENTaccesspage continued from page three

dimensions of the paper are 8 1/2 X 11. As for color, it is in your best interest to use a light color such as white, cream, ivory, or gray. While it is your objective to get the employer's attention, don't shock him/her with bright or neon colors. (In addition, make sure that you use the same paper stock for printing your cover letter which will accompany your resume.

Do I need to include my social security number on the resume?

This is not necessary. The employer may ask for this at a later date, but it does not have to be included on the resume.

Should I include the reasons for leaving a previous place of work?

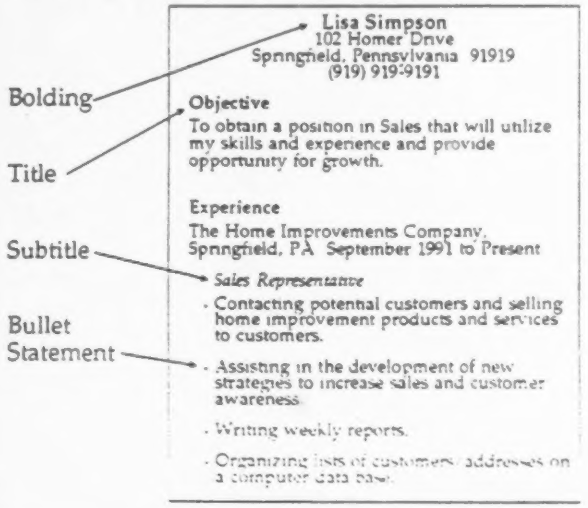
Definitely not. The resume should remain positive. Leave this subject for the interview. (If the employer asks you this question during the interview, do not talk negatively about your former employer or coworkers. Again, remain positive and highlight your abilities.)

What are some helpful suggestions that can "spice-up" my resume and can help my resume stand out?

If it applies and/or is possible in your situation...

- **Have** your resume prepared using a good word-processing program (i.e., WordPerfect) and a laser printer. Your resume will look professional, and you can easily save your resume in the computer and can revise it for special situations or updates.

***Resume Example** (Improving Readability)*


Bolding
Title
Subtitle
Bullet Statement

Lisa Simpson
102 Homer Drive
Springfield, Pennsylvania 91919
(919) 919-9191

Objective
To obtain a position in Sales that will utilize my skills and experience and provide opportunity for growth.

Experience
The Home Improvements Company,
Springfield, PA September 1991 to Present

Sales Representative

- Contacting potential customers and selling home improvement products and services to customers.
- Assisting in the development of new strategies to increase sales and customer awareness.
- Writing weekly reports.
- Organizing lists of customers' addresses on a computer data base.

- **Indicate** on the resume that you are willing to consider relocation and travel. This shows the employer that you are serious about your career.
- **Include** any foreign languages that you may know. In a global marketplace, this skill could be very important to a company.
- **Use** titles, subtitles, and bullet statements to improve readability. Use bolding, italics, and underlining sparingly; use these tools to make the most important pieces of information stand out. (See example.)
- **List** military service or security-clearance information. Depending on the employer and your experience, this information could help you in obtaining an interview.

Do I need to print "References Available Upon Request" at the end of the resume?

This is often a good idea. It signals the end of the resume and lets employers know that you have a prepared list of individuals they can contact when considering you for employment. However, it is not a necessity that this line is included on your resume. (Note: Do not include the names of references on your resume. This information should be prepared on a separate sheet which can be given to the potential employer upon request.)

If you have any questions that were not addressed in this series on resume preparation, please call PASSAGE at 1-800-345-5443 or write to: PASSAGE Newsletter, BCALMC, 400 Ninth Street, Suite A, Conway, Pennsylvania 15027. ❑

How To Accept A Compliment

Do you have a problem accepting compliments? Do you often answer with "oh, it was nothing"?

Be aware that deflecting a compliment often draws unwanted attention and belittles both you and the person offering the compliment.

Instead, just say, "Thank you."

You'll be pleased at how well it works.

Source: The Wellness Book, by Dr. Herbert Benson and Eileen M. Stuart, Birch Lane Press, 600 Madison Ave., New York, NY 10022. ❑

BEST COPY AVAILABLE

Example CC

Dos And Don'ts For The Job Interview

Dos

- Be prepared to state your purpose when you arrive for the interview.
- Shake hands firmly and stand until offered a chair.
- Learn the interviewer's name and use it.
- Be pleasant and friendly but businesslike.
- Ask questions--after all, you want to make sure the job is right for you.
- Be positive and stress your strong points. Be honest about your weaknesses, but don't dwell on them.
- Tell the employer you are interested in the job and why you think you are qualified.
- Remember to thank the employer for interviewing you.
- If the employer does not tell you when you will hear about the job, ask when you may call to learn of his/her decision.

Don'ts

- Never take anyone with you to an interview.
- Don't plead for a job or a chance.
- Never say, "I'll take anything." Instead say that you'll work hard, especially if there is a chance to move up.
- In discussing jobs you held before, don't criticize former employers or coworkers.
- Don't discuss your personal problems, home problems, or money problems. Try to answer only what relates to the job.
- Don't smoke, even if the interviewer does.
- Don't tell a prospective employer about jobs you applied for and were turned down.
- Don't apologize for lack of experience or training; stress your strong points instead (learn quickly, assume responsibility, etc.).
- Don't hang around after the interview. ❑

Source: Pennsylvania Career Guide, POICC

from PASSAGE, March, 1994

STUDENTaccesspage

Interview Questions

Introduction

Did you know that the basic employment needs and concerns of all employers are the same? Quite simply, they are looking for the best candidates who can effectively complete assigned tasks on a day-to-day basis. Because the basic needs of employers are the same, there are many common questions that are asked by the interviewer.

Interview Questions' Exercise

In a classroom or small group setting, review the interview questions below and discuss the appropriate answers that should be given for each. This exercise will help you prepare for job interviews and will increase your confidence during the interview.

Before You Start (Interview Tips)

When you examine each question and prepare your answers, be certain that all of your responses are positive. Avoid, at all costs, discussing any negative experiences that you may have had at previous jobs. Be aware of trick questions that focus on salary expectations and reasons why you may be unemployed. Remember to highlight your skills, strengths, achievements, and on-the-job experiences. Always give examples with each question that you answer.

Practice Answering The Following Interview Questions:

Tell me about yourself.

If you are currently employed, why are you considering a new job?

Why did your last job end?

Why do you want to work for this company?

What do you know about this company?

What is your greatest strength?

What is your greatest accomplishment?

Are you able to work under stress?

Can you meet strict deadlines on a regular basis?

What are your short-range and long-range objectives?

Are you self-directed?

Can you work effectively in a team-oriented environment?

Is there anything about your most recent job or employer that you did not like?

How long do you think it would take for you to make a positive contribution to this company?

What makes you the best candidate for this position?

What did you learn from past employment experiences?

What are you expecting as a starting salary?

What would your most recent employer say about you?

What would coworkers or business associates say about you?

Are you willing to relocate?

Are you willing to work overtime and weekends?

What was the last book that you read?

There is no speed limit on the pursuit of excellence.

Workshop #8

Overcoming Barriers to Success

Identify the steps you are thinking about taking after you get your GED.

My first step after getting my GED is to take the SAT test so I can be eligible for scholarships to pay for college tuition. I would like to improve my natural skills. They are cooking, fashion design and drafting buildings.

My second step would be to enroll in the Restaurant School for a degree in Cooking and Hotel Management. After a two-year break, I would go back for an Associate's Degree in Fashion Design.

- Kenyatta

Workshop #8

Overcoming Barriers to Success

Objectives for students:

a) To recognize some of the barriers which will ***seem*** *to prevent them from continuing to succeed on their road to accomplish their dreams,*

b) To bring them to the realization that there ***are*** *ways to overcome their barriers and support to help them do so.*

Materials and Activities:

1. "Why Go to College?," Step Up to College, Philadelphia FUTURES (Example EE)
2. "A Traveler's Guide to Getting Nowhere," and "A Traveler's Guide to Getting Somewhere," from What's Next by Carol Molek. A PDE 353 project: PA '90-98-0037 (Examples FF and GG)
3. "The Ten Most Common Excuses...," Educational Opportunity Center (Example HH)
4. "Former LSH Students..." (Example II)
5. Engage a speaker to talk about overcoming barriers. A former student might be a good choice.

Discussion:

Ask the students to list on the chalkboard some of the barriers they think might stop them from getting a job or entering a job training program or college after graduation. They might include:

children
feeling alone
finances
transportation
don't know how to start
lack of childcare
lack of self esteem
pressure from others to succeed
pressure from peers not to succeed
mate not supportive of their success
bad health
too old

Discuss these things and the readings from the handouts.

3. **Essay:** See Example JJ

It's hard to imagine what your life will be in 20 or 30 years. Sometimes you can't imagine what your life will be like next week, much less in the next century! But the decision to go to college is a decision about what you want your future to be — how you want yourself and perhaps your children to have different experiences and opportunities from those you had. College is about a dream, a dream that you can achieve with hard work and with a little help from your friends, family, teachers and counselors.

Why Go To College?

Sometimes money is the key to the broader opportunities to which you aspire. The federal government tells us that people with college degrees make approximately 40% higher incomes than people with high school diplomas. Over a forty-year career, that difference could add up to half a million dollars! Money can't buy happiness, but it can buy a nice home in an attractive neighborhood, a safe and reliable car, relaxing vacations, new clothes — and tuition for your kids to attend whatever college they want without worrying about financial aid.

From "Step Up to College," Philadelphia FUTURES

Example FF

A Traveler's Guide to Getting Nowhere

These ten beliefs will keep you right where you are now!

Miracles - I'm waiting for one, and someone will come along and make things right. (They never do.)

Busy - If only I had the time, it's too much work.

Ignorance - I don't know how or where to begin. No one is telling me how. (You have to ask!)

Rut - I never bothered before. I'm comfortable just waiting for something to come along. (It usually doesn't.)

Other - No one I know is going anywhere: that's for those other people.

End of the world - Hey, I might be dead tomorrow. It's one day at a time. You know how bad things are out there.

Experiences - Things don't work out when I make plans. I never finish anything.

Expectations - I don't expect anything. Aim for nothing and that's what you get. (Anyone can get nothing.)

Risk - No attempts equals no consequences. Anyway, what if things don't work out? (You try something else.)

Responsibility - Other people make things happen for me. I don't have any choices. It's not up to me; "they" control my life. ("They" are the same people who fix the roads, predict the weather, and elect politicians.)

Conclusion - Exposing excuses often eliminates the need to use excuses.

from What's Next? by Carol Molek

Example GG

A Traveler's Guide to Getting Somewhere

Answer these questions before leaving.

* Why do you want to take this step?
* Where do you want to go?
* When do you want to begin and arrive?
* What do you have to do?
* Who can help you along the way?
* How will you know you've arrived?
* If anything might get in the way, what is it?

from What's Next? by Carol Molek

THE TEN MOST COMMON EXCUSES FOR NOT GOING TO COLLEGE OR VOCATIONAL/TECHNICAL SCHOOL-AND WHY THEY'RE ALL WRONG

So you think that school isn't for you?

Well, you're wrong. You don't have to be "lucky" or have lots of money to go to school. You don't have to have straight "A's" in high school or know already what you want to do with the rest of your life. You do have to really want to go to school-and be ready to work hard once you get there.

Unfortunately, too many people make up excuses for why they can't go to school. If you're one of those people, here's a list of the 10 most common excuses-and why they're all wrong.

EXCUSE #1: Nobody in my family has ever gone to college before.

Why not be the first? It's true that being the first to do anything can be difficult and maybe even a little frightening, but being the first in your family to receive an education after high school should give you a sense of pride. Not going to school is the kind of family "tradition" you should break.

EXCUSE #2: My grades are not good enough for school/vocational school.

How do you know they're not unless you apply? Even if you haven't gotten all good grades in school, you can still be admitted to a good school that will be right for you. Schools look at more than just grades and test scores. They look at such things as letters from teachers and other adults; extracurricular activities; jobs you might have had; special talents in art, music, and sports; and interviews. When deciding who gets in, schools examine the whole person, not just one small part.

EXCUSE #3: I can't afford it.

There's a lot of financial aid available to help you pay for school. This year alone there are about $24 billion waiting for students who need money for school. If you apply for aid, and you demonstrate that you need it, your chances are as good as anybody else's that you will receive help. There's money available from the federal government, from your state, from the schools you apply to, and from hundreds of grants, scholarship, and work-study programs. But you won't see any of it if you don't check it out

EXCUSE #4: I don't know how to apply to school, or where I want to go.

The staff at the Educational Opportunity Center will provide you with assistance in applying for financial aid and admission to schools. We will work with you through the entire process.

EXCUSE #5: I think school may be too difficult for me.

Not likely, if you're willing to work hard. Thousands of students graduate from schools every year, and chances are many of them were afraid college would be too difficult for them-but they made it in spite of their fears. College and voc-tech schools are a big change from high school. The competition will be greater and the homework assignments will be longer and tougher. And it isn't always easy to adjust to strange surrounding and make new friends.

But once you get involved with your work, you'll find that many of your classmates feel as you do. Who doesn't worry sometimes that they might not make it? And even if you find that you're not doing well in certain subjects, you can still do something about it. Tutoring is available from professors or fellow students, and counseling for personal problems is available on campus too.

EXCUSE #6: I'm not sure that I'll "fit in"

(over)

Just about any school you might attend will have students from all kinds of backgrounds, so you are sure to find other people whom you can relate to. If you're a minority student, for example, find out about student clubs sponsored by blacks, Hispanics, native Americans, Asians, or other groups. Such clubs can help give you a sense of community away from home.

But no matter what your ethnic background, you should remember that one of the good things about school is getting to meet and know all kinds of people. It will be interesting to learn about different life-styles, and it will help prepare you for the world you will face after graduation.

EXCUSE #7: I don't even know what I want to major in or do with my life.

A great majority of people don't have a clue about these things either. Giving you choices is what school is all about. You can take courses in different fields and see what you like and what you're good at. You may be surprised to find a subject or a career field that you never would have thought of before. The biggest mistake you can make is to think that any decision you make is cast in concrete and that you can never change your major-or your life.

EXCUSE #8: There's no way I can go to school full time.

So go part time. Most schools offer programs so that you can attend in the evening or on weekends. Some schools even give classes where you work or in neighborhood churches and community centers. You can also study many subjects through correspondence courses in home-study programs, and a number of states have external degree programs that let you work for a degree without-believe it or not-any classroom attendance! Ask you EOC coordinator about these possibilities.

EXCUSE #9: I'm too old to go to school.

Nonsense! You're never too old to learn. Even if you've been out of high school for a while, you can still go to school. Almost half of all full-time and part-time college students in the country are adults older than 25 years of age. If they can do it, so can you.

EXCUSE #10: I just want to get a good job and make lots of money.

College or voc-tech school will help you with that and more. Studies have shown that college and voc-tech graduates will earn several hundred thousand dollars more during the course of his or her working life than someone who has only a high school diploma.

Of course, money isn't everything, but most challenging and interesting jobs with good futures require an education after high school. A college degree will also give you a greater variety of job choices.

There's something else that school will give you: a sense of personal satisfaction, confidence, and self-respect. These are not easy to measure, but they are very important in helping you become the kind of person you want to be.

There are probably many other reasons you can think of for not going to school. But why sit around making up excuses when you can use that time and energy to do something that will benefit you the rest of your life? Decide now that you want to go to school and then start working at it.

This is the bottom line: If you are willing to give it a shot, college or voc-tec school can be for you too.

Example II

Former LSH Students Maria Zayos and Elisa Staton from talks to GED students about overcoming barriers to success.....

If it works for you, it's because you make it work.

Is it real to you? You have to see it! You have to feel it! Then you can make it work!

Nobody else is going to do it for you.

Treat school like a job. Work around your problems.

Stick to something!

Once you get your GED, there will be too many doors to open!

If you wait for someone else to do it for you, you'll be waiting a long time.

Example JJ

Transition Time
Workshop #8 - Overcoming Barriers to Success
Essay

Name________________________________**Date**____________

The most difficult thing about moving on to a job, to job training, or to college after getting your GED, is TAKING THAT FIRST STEP.

Identify the first step you are thinking about taking after you get your GED, and list the steps you are considering after that.

(If you have already retired, you still need to plan what lies ahead for you! Remember, once you quit growing, you start dying.)

Workshop #9

Other Topics

I have been interested in helping others in my life. I have been an executive in unions. I sat on boards that set up rules for people's safety and to help them live better. I also help people to get in rehab programs. I would like to help others if I had the knowledge and the education to do so.

- Bill

Workshop #9

Other Topics

Student Handout

Child Care

Those of you who have children to consider when you go to work or further your education have many worries but also many options.

* You may have children who are old enough to leave at home alone for a few hours. Please read the handout "Kids Alone, Safe at Home." Also try to talk and share your fears and successes with other mothers.

* If you need to find day care for your children, the first place to look is to friends and relatives. This may be your best bet. If this is not a possibility for you, you should ask friends and neighbors for recommended child care providers in your neighborhood. The blue pages of you telephone will often provide you with a centralized number to call. They will be able to refer you to child care in your neighborhood. Fees are often assessed on a sliding scale based on your income. Also read the handout "Child Care Choices."

Armed Services

Some of you may be interested in joining one of the armed services. Each of them has different entrance requirements. Most accept the GED diploma but some have additional requirements. You need to call and talk to the individual recruitment officers. Telephone numbers will be in the blue pages of your telephone book.

Army
Coast Guard
Marines
Air Force
Navy
National Guard

Retirees

Some of you are retired and don't ever want to go back to work! But for you, too, the GED can also be the beginning of something new. Retirement is not an *end*, it is just another way of life. You still have to set goals and stay active in order to have a meaningful life.

You may have decided that you owe something to others or that now you will have the time to pursue some of those things you always had to put off before. Some options you might consider are:

* Volunteering

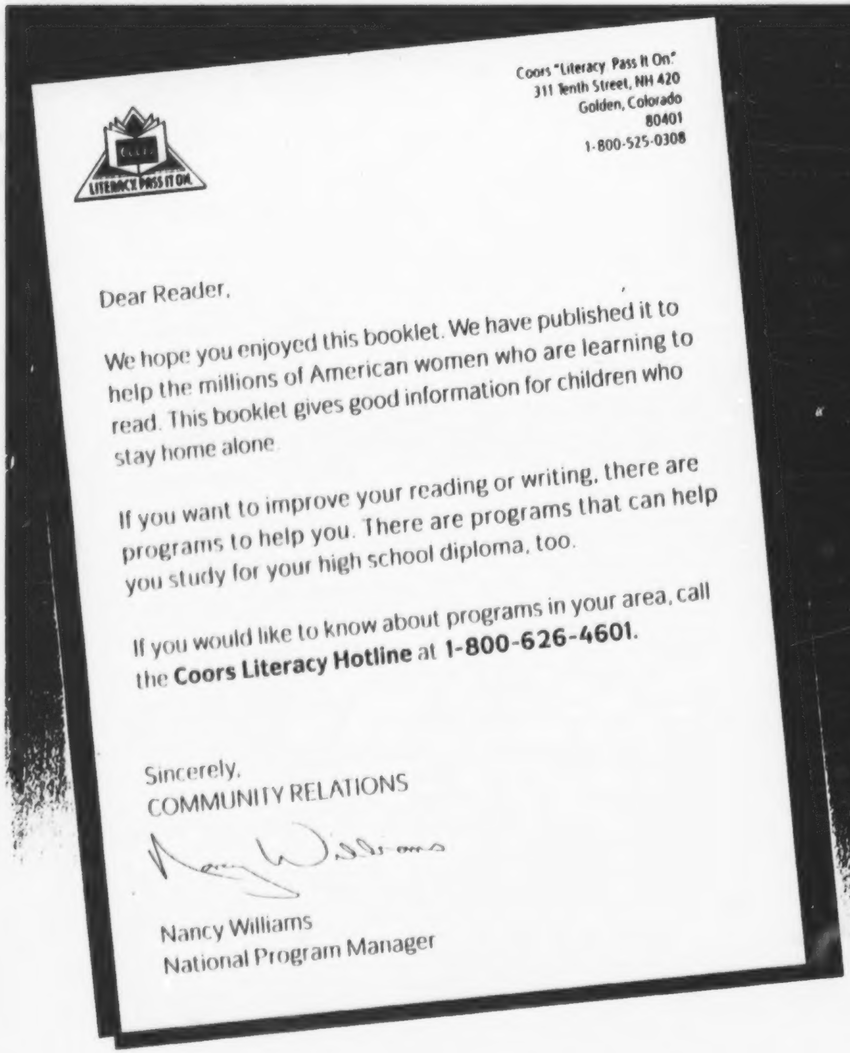
  - in political settings
  - training apprentices
  - working as a teacher's aide
  - cuddling babies in a hospital
  - other hospital work
  - working with the elderly
  - spending time with your grandchildren

* Attending college on a non-credit basis.

> Your state colleges or universities and community colleges probably have a program where you can attend classes free if you are over 60. Call the admissions office to check their policy.

Other

You may think of other topics that we haven't covered in these workshops. If so, ask your teacher your questions and get your whole class involved in a discussion. Your GED classmates can be a good support group and along with your teacher a wonderful resource in finding answers to questions. Good Luck!



Coors "Literacy. Pass It On."
311 Tenth Street, NH 420
Golden, Colorado
80401
1-800-525-0308

Dear Reader,

We hope you enjoyed this booklet. We have published it to help the millions of American women who are learning to read. This booklet gives good information for children who stay home alone.

If you want to improve your reading or writing, there are programs to help you. There are programs that can help you study for your high school diploma, too.

If you would like to know about programs in your area, call the **Coors Literacy Hotline** at **1-800-626-4601**.

Sincerely,
COMMUNITY RELATIONS

Nancy Williams

Nancy Williams
National Program Manager

Published by the Women's Program, Coors "Literacy. Pass It On" P.O. Box 46666, Denver, CO 80201, 1-800-525-0308.

Co-sponsored by the Oregon Trail Chapter of the American Red Cross, 3131 N. Vancouver Avenue, Box 3200, Portland, OR 97208, 503-284-0011

Written by Catherine Baker, M.A. Education, University of Virginia. Ms. Baker is a writer specializing in plain-language communications and is the former executive director of Push Literacy Action Now, Inc., Washington, D.C.

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9/93

The Women's Series

Kids Alone, Safe At Home.

LITERACY. PASS IT ON.
American Red Cross

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“Hi! My name is Kim and I have two school age children.

I just got a new job that I like a lot. And I am starting a class to get my high school diploma.

I feel good about what I am doing to make a future for my family and myself. But I have a big worry. With work and class, I won't get home until after my kids are out of school. And on some mornings, I will have to leave home before they do.

I have never left them alone before. Can they handle it?”

What can Kim do to make sure her children will be okay when they are home alone? What can you do if you need to leave your children by themselves? Here are some tips that helped Kim. These tips can help you, too.

Before your children stay home by themselves for the first time, sit down and think about any problems that might come up. Think about how you can make it easier for your children.

Then talk to them. Tell them why you will have to be away from home. Tell them that they are going to have to help by taking care of themselves when you are gone.

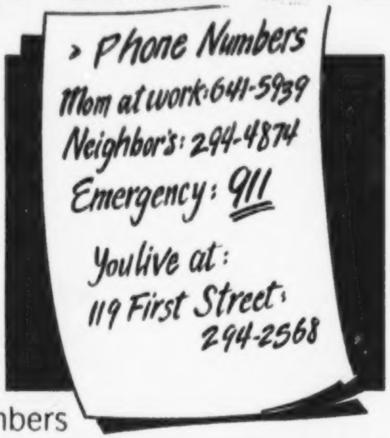
Walk your children around your house or apartment. Show them how to turn the heat on. Point out what might make a strange noise, like the furnace starting up.

Show them where the flashlight is, in case the power goes out. Show them where you keep fresh batteries, and how to put them in.

Point out the smoke detectors and tell them to leave the house right away if one ever goes off. Tell them not to use matches or candles when you are not home.

Show them where you keep the first aid kit. Tell them not to take medicine without checking with you.

Tell your children if they can use the stove or microwave when you are not home. If you let them cook, make sure they know how to do it safely.


› Phone Numbers
Mom at work: 641-5939
Neighbor's: 294-4874
Emergency: 911
You live at:
119 First Street:
294-2568

Set it up so that they can call certain neighbors or relatives, if they ever have a problem and can't reach you. Keep a list of these names and numbers by the phone or by a spot where you leave change for the pay phone.

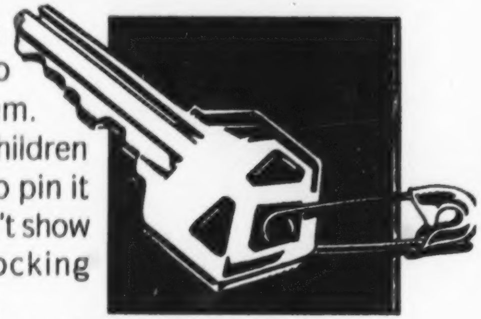
Put emergency numbers like 911 on this list. And put your home address and phone number on it, too. If your children ever make an emergency phone call, they might be too scared to remember these things.

Tell your children what they need to do as soon as they get home each day, like lock the door and call to let you know they are home safe. Remind them to pull the shades when it gets dark.

Go over house rules, like who can come over, how much TV they can watch, and what chores they need to do. Write up your list of house rules, and leave it on the refrigerator.

Have your children practice answering the phone. Teach them to say something like "my mom can't come to the phone right now" when the caller asks for you. This way the caller won't know they are alone.

Teach them what to say if there is a knock at the door. Tell them not to open the door unless it is someone that you have said can come in.



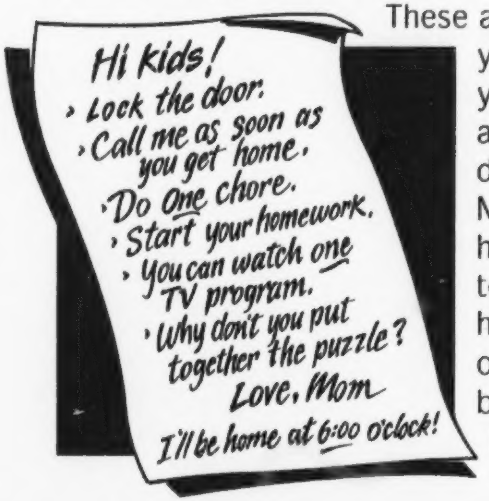
Have a fire drill. Talk about different ways to get out, and practice them.

Give each of your children a key. Show them how to pin it inside a pocket so it doesn't show or get lost. Practice locking and unlocking the door.

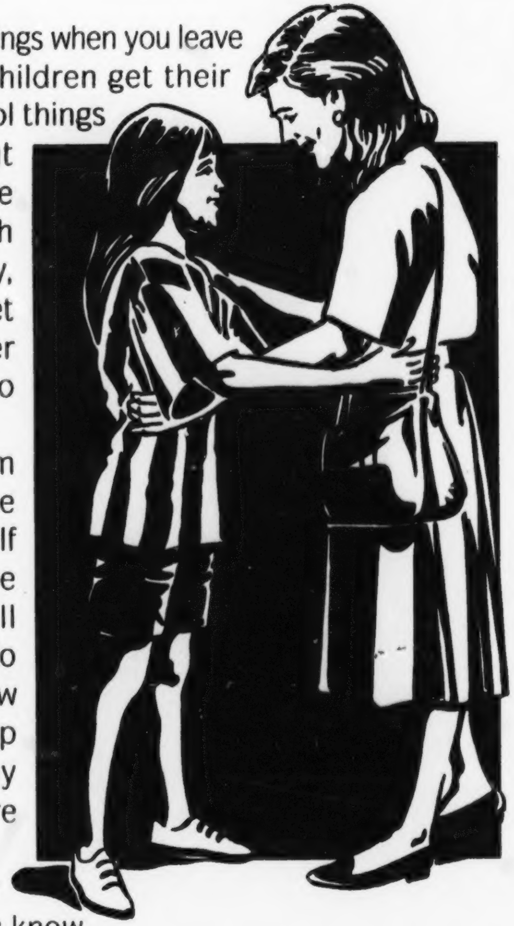
Make an extra key and leave it at a neighbor's or in a hiding place, in case your children lose theirs.

Try to make sure your children are not alone too long. Sign them up for after-school programs at the school, church or temple, library or community center.

Have a plan to keep your children from arguing when they are alone together. Make each child a list of fun things to do to keep busy, like read a book or work on a hobby. Set up a "time out" place in your home where one child can go when he or she gets too angry. And let your children know they cannot hit or be mean to each other. Finally, lock up all medicines, alcohol and weapons.


Hi Kids!
› Lock the door.
› Call me as soon as you get home.
› Do One chore.
› Start your homework.
› You can watch one TV program.
› Why don't you put together the puzzle?
Love, Mom
I'll be home at 6:00 o'clock!

These are some of the things you can do to prepare your children for being alone. Each day you can do some preparing, too. Make sure there is a healthy snack for them to eat when they come home. And leave a light on so the house will not be dark when they come home.



For those mornings when you leave first, have your children get their clothes and school things together the night before. Make sure they wake up with time to get ready, so they don't forget their keys or other things they have to do.

Always let them know what time you will be home. If you are going to be late, call and tell them. When you do get home, ask how things went. Help them work out any problems they are having.

You know your children best. You know when they are ready to stay at home alone. Even so, you probably worry about them. But you can feel better knowing that you have prepared them to take care of themselves.

Important! In many parts of the U.S., you cannot leave children at home by themselves until they reach a certain age. Make sure you know the law where you live!

CHECKLIST

Show your children:

☐ Where things are in your house and how they work.
☐ Things in your house that might make strange noises.
☐ Where the flashlight and first aid kit are.
☐ How to be safe in the kitchen.

Talk with them about:

☐ Who to call or where to go if there is a problem.
☐ What they need to do as soon as they get home.
☐ House rules.

Have them practice:

☐ Safe ways to answer the phone and door.
☐ How to get out if there's a fire.
☐ Locking and unlocking the door.

Prepare for them:

☐ A phone list.
☐ Change for the pay phone.
☐ A list of house rules.
☐ An extra key.
☐ A "time out" place.
☐ Healthy snack food.

Keep your children busy:

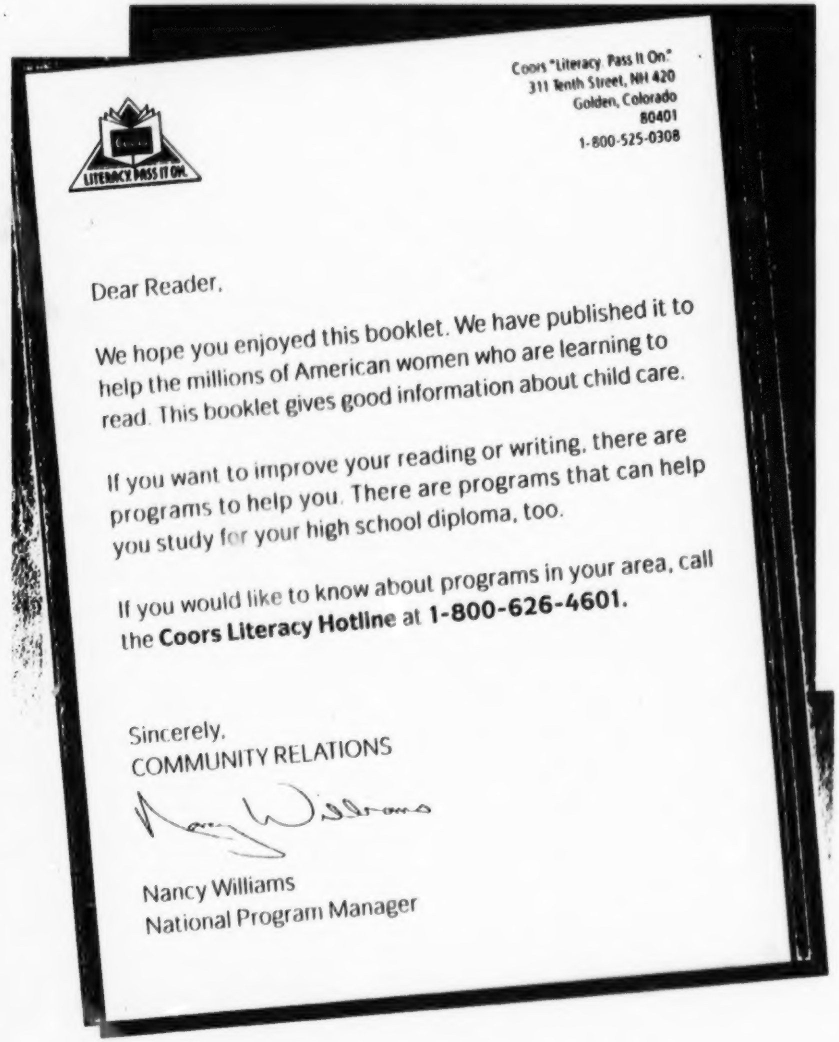
☐ Give each child ideas of fun things to do.
☐ Sign them up for after-school programs.

Protect them:

☐ Lock up all medicines, alcohol and weapons.
☐ Put up smoke detectors and check that they work.

And remember to:

☐ Plan ahead so your children have time to get ready in the morning.
☐ Leave lights or a radio on for when they come home.
☐ Leave little notes.
☐ Let them know what time you will be home. Call if you'll be late.
☐ Ask your children how things went while you were gone.
☐ Help them work out any problems they are having.



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Nancy Williams

Nancy Williams
National Program Manager

Published by the Women's Program, Coors "Literacy. Pass It On" P.O. Box 46666, Denver, CO 80201, 1-800-525-0308.

Co-sponsored by the National Association for the Education of Young Children (NAEYC), 1509 19th Street N.W., Washington, D.C., 20036, 1-800-424-2460.

Written by Catherine Baker, M.A. Education, University of Virginia. Ms. Baker is a writer specializing in plain-language communications and is the former director of Push Literacy Action Now, Inc., Washington, D.C.

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The Women's Series

Child Care Choices.

Coors LITERACY. PASS IT ON.

naeyc

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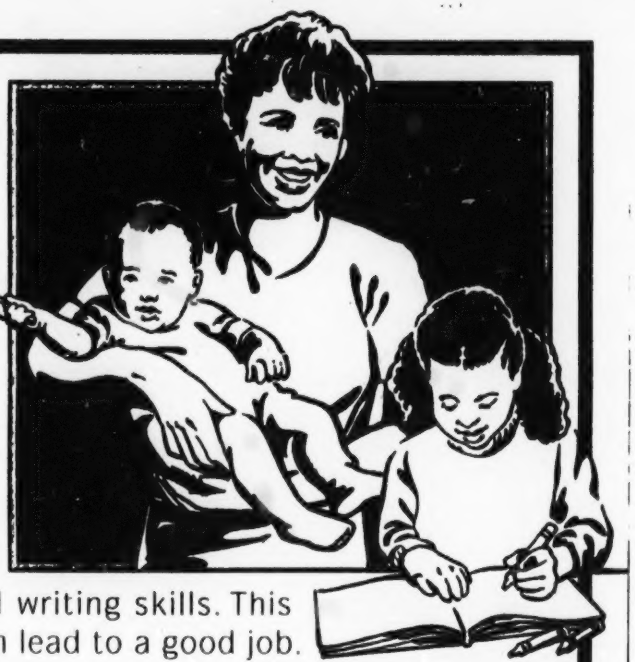


"Hello, my name is Tina. I have two children. One is three and the other is five months old.

I want to take a training program that will help me improve my reading and writing skills. This program can lead to a good job. But what about my children? I need someone to watch them.

I want my children to be safe and happy. I think I will do better in class if I know they are okay. How can I find the right place for them?"

How can Tina find good care for her young children? What can you do if you have young children and need to go to work or class? Here are some tips that helped Tina. These tips can help you, too.

When you need to find child care, first think about the kind of care you need. Do you need care for a baby or an older child? What times will you need care? What locations will work for you, so that you don't spend too much time going back and forth? How much can you afford to pay, and where can you go for help with costs?

Next, look at the choices. One choice is to have someone watch your children in your home. This can be a good choice because your children are used to their home. When they stay at home, your children don't have to be packed up and taken to another place. This can be easier for them and you.

Another choice is to take your children to someone else's home. A good thing about this plan is that it can cost less than care in your own home. Your children will be in a place that's like what they are used to. And there probably will be other children there, so your children can have playmates.

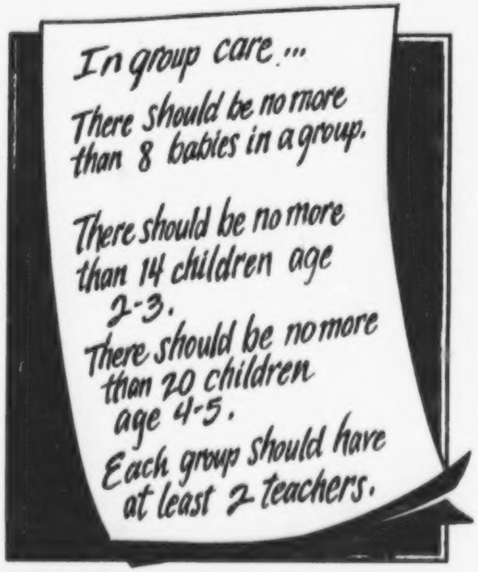
One problem with home care is that if the person you hire gets sick, goes away or quits, you don't have anyone to watch your children. This can be hard on your kids, too, if they were close to the person who took care of them.

A third choice is a child care center. Here there are more children and the teachers are trained. Centers are set up for children so they have lots of toys and play space. Most centers are open long hours. Some are open nights and weekends, too. And you don't have to worry about what to do if someone gets sick or quits.

However, a child care center may not work for you because some centers don't take young babies or children who are not toilet trained.

Whether you choose home care or a child care center, check it out carefully. Look for a place that is clean and neat. Look for a place that is safe. Stairs should have gates. Play areas should be fenced in or closed off so that children can't wander away. Cleaning products and other dangerous supplies should be locked up. There should be working smoke detectors and a first aid kit that people know how to use.

Babies need a place where there is room to crawl and explore. Older ones need space to run, jump and climb. There should be lots of toys, books and play equipment that are right for the ages of your children. And there should be enough adults to watch over all the children in their care.



In group care...

There should be no more than 8 babies in a group.

There should be no more than 14 children age 2-3.

There should be no more than 20 children age 4-5.

Each group should have at least 2 teachers.

Check out the people who will take care of your children, too. They should know how children learn and grow. They should know how to keep children active and learning.

They should rock, hug, talk and play with babies. They should set nap, meal and play times around each baby's schedule.

They should give older children this kind of attention, too. They should be kind and firm, speak clearly to the children and teach by example, so that the young ones learn good habits. And they should let the children make some of their own choices, like what to play, when to play with others, or when to just play alone.

Finally, they should think like you do on how to bring up children. And they should be willing at all times to talk to you about how your children are doing.

There are places that can help you find child care. To find these places, look in the phone book under "child care resource and referral," ask at the library, or call your state or county department of human services.

There are many programs that help families with child care costs. But often, you have to ask to find out about them. Ask your job counselor, caseworker, or training program director. Ask at your church or community center. Ask other parents. Some child care programs can find you help with costs, so ask them, too.

Another way to save costs is to take turns watching the children with a friend or relative. That way both of you can have time free each week to go to class or work.

Before you make a choice on child care, visit several places. Talk to the people in charge. Talk to other parents who have children there.

Once you have chosen a place, keep a close eye on it. Call during the day. Stop by when they don't expect you. When you drop off or pick up your children, ask how things are going. If your children are old enough, ask them how things are going, too.

You know your children best. So look around carefully. That way you can find the child care that is right for them.

CHECKLIST

Think about:

☐ Your children's ages and needs.
☐ The times you need care.
☐ Child care locations that will work for you.
☐ How much you can afford to pay.
☐ Where you can go for help with costs.

Look at your choices:

☐ Care in your home.
☐ Care in someone else's home.
☐ A child care center.

Look for a place that:

☐ Is clean and neat.
☐ Is safe for children.
☐ Has room for children to play, and fun things to play with.
☐ Has enough adults to watch the children.

Look for a person that:

☐ Knows how children learn and grow.
☐ Has ideas of how to keep children active and learning.
☐ Thinks like you do on how to bring up children.
☐ Will talk to you about how your child is doing.

Before you make a choice:

☐ Check with your church, library, and yellow pages to make a list of several places.
☐ Visit more than one.
☐ Ask if you can get help with costs.
☐ Talk to other parents who have children there.

After you make a choice:

☐ Call during the day.
☐ Stop by when they don't expect you.
☐ Ask how things are going each day.

Transition Time - Post Survey **Date**__________________

During the last few months we have been looking at the many options open for you after you receive your diploma. You have read material, participated in discussions, written essays, and listened to speakers. Could you please answer the following questions about this series of workshops.

Please try to answer more than *yes* or *no* if possible.

1. In what ways have you found this information useful?

2. What did you learn from these workshops?

3. Was the material organized?

4. What was the most useful part of the workshops?

5. What was the least useful part of the workshops?

6. If you could change these workshops in any way to benefit most GED students, what changes would you make?

7. Any other comments?

List of Resources

Career Decision Making System,
American Guidance Service
Publishers Building
Circle Pines, MN 55014 Telephone: 612 786-4343

Community Legal Services
Main Office
1324 Locust St.
Philadelphia, PA 19107

Consumer Information Catalog,
S. James
Consumer Info. Ctr. - 3C
P. O. Box 100
Pueblo, CO 81002

Directory of Job Corps Centers and Courses
Forms Distribution Center
McKinney Job Corps Center
1701 North Church Street
McKinney, TX 75069-8003

Educational Opportunity Centers
Penn State Ogontz Campus
1600 Woodlan Road
Abington, PA 19001

Job Training Partnership Act (JTPA) programs
National Office for Employment and Training Administration
Office of Regional Management, Employment and Training Admin.
U. S. Department of Labor
200 Constitution Ave., N. W., Room N 5309
Washington, D C 20210 Telephone: (202) 535-0585

Passage, "Your Workplace and Job Skills Information Newsletter"
BCALMC
400 Ninth Street, Suite A
Conway, PA 15027

Step up to College
Philadelphia FUTURES
230 South Broad St, 7th Floor
Philadelphia PA 19102 Telephone 215 790-1666

Student Guide, Financial Aid From the U. S. Dept. of Agriculture
Federal Student Aid Information Center
P. O. Box 84
Washington, D. C. 20044

The Women's Series, "Kids Alone, Safe at Home," and *"Child Care Choices"*
By Catherine Baker
1993 Coors Brewing Company
Golden, CO
(These are no longer in print.)

"What's Next"
By Carol Molek
A PDE 353 project: PA '90-98-0037

*Also see the Book List on page 31.